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ABSTRACT

Howard Community College uses the Quality Evaluation of Service Trends (QUEST) Survey to ask its employees to evaluate themselves and each other in terms of the quality of service they render to their various constituencies each year. Results of the 1999 survey include: (1) of the 51 service areas listed, 34 improved their ratings over the last survey; (2) the most highly rated services overall were those of the business, performing arts, science, technology, and test center office staff; (3) for campus climate, the most highly rated in performance were "support for health and wellness" and "high priority on student learning"; (4) for job satisfaction, the highest rated item was "opportunities for job-related training"; the lowest ratings went to "salary" and "performance evaluation methods"; and (5) for college leadership performance, employees most highly rated the president as "fostering a student-oriented approach in programs and services". Recommendations resulting from the findings of the QUEST Survey include recognizing and rewarding top-performing units, and devising improvement strategies for those not achieving optimum performance. In each section of the report, comparisons are made between this year's findings and those from past years. Also included in this report is a section presenting an overall look at all items on the 1999 QUEST Survey, a special section on middle states reaccredidation self-study, an overview of the comments section of the 1999 QUEST Survey, and detailed recommendations. Contains 25 tables and 12 charts. (VWC)

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HOWARD COMMUNITY COLLEGE

A QUEST FOR EXCELLENCE:

RESULTS OF HOWARD COMMUNITY COLLEGE'S 1999 QUEST SURVEY

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Research Report Number 104
January 2000

A QUEST FOR EXCELLENCE:

RESULTS OF HOWARD COMMUNITY COLLEGE'S 1999 QUEST SURVEY

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Research Report Number 104
January 2000

Office of Research & Planning
Howard Community College
Columbia, MD

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A QUEST FOR EXCELLENCE
RESULTS OF HOWARD COMMUNITY COLLEGE'S 1999 QUEST SURVEY

EXECUTIVE SUMMARY

For ten years now, the QUEST (QUality Evaluation of Service Trends) Survey has been administered at Howard Community College (except for 1997 when a different employee survey was used). On the survey, employees of the college rate the quality of college services, the campus climate, their own job satisfaction, and the leadership/governance of the college. On the latter three sections of the survey respondents are asked to give importance ratings as well as performance or satisfaction ratings. The extent to which there is correspondence or discrepancy between importance and performance or satisfaction is examined in the report describing the survey results. The report also discusses some very distinct differences in ratings and satisfaction between employment groups.

SERVICE RATINGS

Of the 51 service areas listed on the 1999 QUEST Survey, 34 improved their ratings over the last survey, although some gains were negligible. The most highly rated services overall were: *Division Office Staff: Business/Performing Arts/Science./Technology*, and *Test Center*. The services which were rated in the top ten by all three employee groups and thus deserving of special recognition were *Library, Test Center, Division Office Staff: Business/Performing Arts/Science./Technology, Business Office: Payroll*, and *Learning Assistance Center*. Four units received ratings under 3.25 and deserve further scrutiny: *Physical Education Facility (Gym), Cafeteria, Athletic programs/sports*, and *Security Services*.

CAMPUS CLIMATE

Employee respondents gave their highest importance ratings to *High priority on student learning* and *Freedom to openly express viewpoints*. Most highly rated in performance were: *Support for health and wellness*, and *High priority on student learning*. The lowest rated elements in performance were: *Freedom to openly express viewpoints, General condition of buildings/grounds, Rewards for contributing to improved quality*, and *Adequacy of parking*.

JOB SATISFACTION

As in past years, the most important element in HCC's employees' job satisfaction was having the *Resources available to carry out the job*. In terms of actual satisfaction, the highest rated item was *Opportunities for job-related training* followed by *Personal safety on campus, Resources available to carry out the job*, and *Job security*. Three items having to do with pay and promotion were the lowest rated: *Salary received in present position, Way job performance is evaluated*, and the *Merit pay system*.

COLLEGE LEADERSHIP/GOVERNANCE

The vice presidents, the president, and HCC's board of trustees were each rated on four items and an overall rating on this year's QUEST Survey. The item, *Encourage creative and innovative ideas* received the highest importance and performance ratings for the vice presidents. Their lowest rated performance item was *Involve you in decisions that affect you*. For the president, the most important item was *Exhibits leadership that enhances campus climate*, and *Fosters a student-oriented approach in programs and services* was the most highly rated in performance. Employees said that for the board, *Makes appropriate decisions affecting college resources* was the most important item listed, and that was also their highest rated performance item. For the board, the item, *Builds a climate of trust and openness* was the lowest rated item.

RECOMMENDATIONS

The most basic recommendation resulting from the findings from the QUEST Survey are to recognize and reward top-performing units and to devise improvement strategies for those not achieving optimum performance. In each paragraph above, the high and low rated areas are noted, and the report details the results. Recognizing the highest rated areas will pay off in improved morale and increased incentive to provide quality service. Developing strategies to improve the lowest rated areas will ultimately benefit all areas of the college by raising the overall level of quality of service.

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A Quest for Excellence:
Results of Howard Community College's 1999 QUEST Survey

Background & Introduction

Since 1990 Howard Community College has taken the uncommon step of asking its employees to evaluate themselves and each other in terms of the quality of service they render to their various constituencies. The vehicle for gathering this information has been the college's QUEST (QUality Evaluation of Service Trends) Survey. Along with rating service units, all college employees have the opportunity to rate various elements of the campus environment, their own job satisfaction, and college leadership/governance. This survey's results have proved valuable in decision-making at every level throughout the college. As well as providing input for decisions with broad policy implications, QUEST Survey results have also provided focus for individual unit goal-setting and improvement plans.

On the sections of the survey dealing with campus climate, job satisfaction, and college leadership/governance, respondents are asked how important they think each element is to a "high quality" institution or to their own satisfaction. Thus, for each item on these sections of the survey, respondents give two ratings: they rate the importance of an item and also give an assessment of its actual performance or their own satisfaction with it. A comparison, executed by a simple ratio, of the importance rating and the performance or satisfaction rating produces a third rating: the correspondence rating, which measures how much in or out of sync the importance is with the performance/satisfaction on each item. The ideal condition is where both sets of ratings are high. In a situation in which an item receives a high importance rating and a low performance rating, a low correspondence factor will be generated. This lack of synchronicity could mean that processes for improving performance in that area should be developed and implemented. Where importance is low for a given item, questions might be raised as to the appropriateness of allocating resources to that area, or alternatively, more resources might be required to educate staff as to that area's true importance to a high quality institution.

This year for the first time, an electronic version of the QUEST Survey was available on the World Wide Web. Employees were encouraged to use this version and were given the option of completing the paper format if they preferred. Response to the electronic survey was positive and it is planned that this will be the format for the survey in the future.

The structure of this report follows that of the survey. After a brief description of the survey respondents, each section of the survey is discussed. Results are given on the ratings on service units, campus climate, job satisfaction, and college leadership/governance. The ratings given for each item are presented in each section. In addition, on the three sections of the survey where two ratings are given, the importance ratings, the performance or satisfaction rating, and their degree of correspondence are examined. The same data are then investigated by type of employment and differences between employment groups are highlighted. Finally, in each section of the report, comparisons are made between this year's findings and those from past years.

DESCRIPTION OF RESPONDENTS

Since 1990, the first year of HCC's annual QUEST Survey, college employees have been given the opportunity to evaluate college services, campus climate, their own job satisfaction, and college leadership and governance. This year was the first time an electronic format for the survey was available on the Web. Of the 191 respondents to this year's survey in October, most chose to use the Web-based option. There were 25 employees who used the paper alternative. Although the number of respondents to this year's survey was higher than last year (191 versus 182), because the number of employees also increased (from 335 to 356), the response rate is slightly lower: 54%. As can be seen on Table One, there has been a progressive decrease in the proportion of employees responding to the survey. Employees were assured that as always, their responses would remain anonymous with the electronic format, and it is difficult to tell the extent to which this format affected response rate either positively or negatively. Perhaps as this way of doing surveys becomes more familiar and the ease and resource efficiency are appreciated, response rates may rise.

Table One.
RESPONSE RATES TO HCC'S QUEST SURVEY OVER 10 YEARS

1990 – 80%	1995 – 61%
1991 – 67%	1996 – 58%
1992 – 72%	1997 – 51% (PACE)
1993 – 70%	1998 – 55%
1994 – 62%	1999 – 54%

Demographic data collected on the QUEST Survey is minimal. It is limited to the respondent's employment category and the number of years employed at HCC. These characteristics will be examined in subsequent sections of this report vis-à-vis their relationship to the ratings of college services, the campus climate, college leadership, and job satisfaction. Table Two gives a breakdown of the respondent characteristics compared to all college employees. A curious thing happened in analyzing the response rates by employment category. There were more respondents in the administrative staff category than there actually are administrators (34 versus 28). There seemed to be some confusion among employees as to their correct employee designation. The disappearance of the paraprofessional category and the redesignation of some employees may have lead to the uncertainty. The administrative and professional/technical categories were combined for this analysis, making three distinct employment categories. The proportion of respondents in each of the three categories corresponds to their proportions among all employees: support staff made up 24% of respondents and 27% of all employees, faulty made up 23% of respondents and 26% of all employees, and the combined administrative/professional/technical category made up 51% of respondents and 47% of all employees. As seen in Chart One, no one group was dramatically over- or under-represented among survey respondents.

While those employees who had been at HCC the shortest period of time made up the largest proportion of respondents (36%), they were actually under-represented according to their allocation among all employees (47%). Conversely, the 6 – 10 year employed group was somewhat over-represented, with 26% of respondents and 20% of all employees. The other groups were fairly proportional in their representation on the survey.

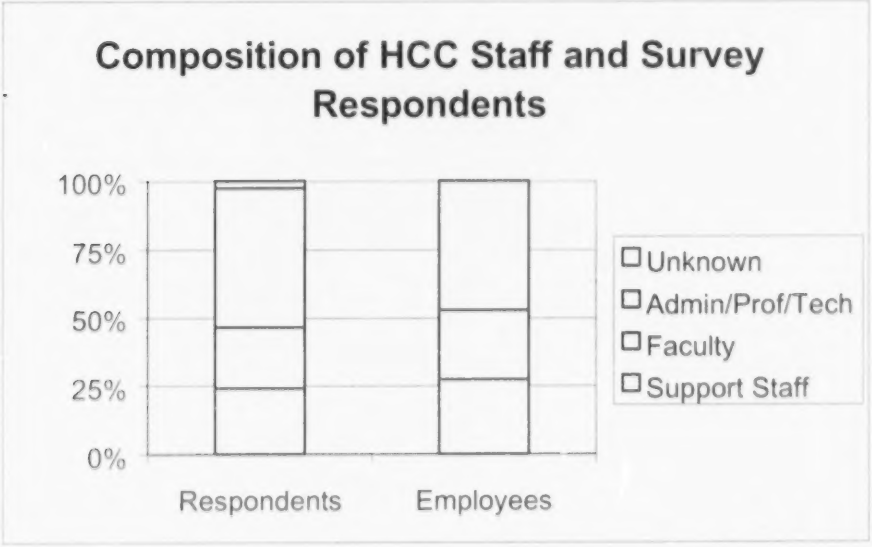
Table Two.

CHARACTERISTICS OF SURVEY RESPONDENTS

Characteristic	Respondents		Employees		Response Rate by Category
	Number (N=191)	Percent %	Number (N= 356)	Percent %	
EMPLOYMENT TYPE:					
Support Staff	46	24.1%	97	27.2%	47.4%
Faculty	43	22.5%	91	25.6%	47.3%
Administrative/Professional/Technical*	97	50.8%	168	47.2%	57.7%
Other/Unknown	5	2.6%	0	0	
YEARS AT HCC:					
1 - 5 years	69	36.1%	167	46.9%	41.3%
6 - 10 years	49	25.7%	71	19.9%	69.0%
11 - 15 years	34	17.8%	56	15.7%	60.7%
16 - 20 years	13	6.8%	31	8.7%	41.9%
Over 20 years	23	12.0%	31	8.7%	74.2%
Unknown	3	1.6%	0	0.0%	

*There were four employment categories given on the survey, however, more employees responded that they were in the administrative category (34) than there are actual administrators (28). This confusion may be the result of the recent reclassification of employees. The administrative category was combined with the professional/technical category (63 respondents and 140 actual).

Chart One.



RATINGS ON COLLEGE SERVICES

As on past QUEST surveys, ratings on college services were given on a five-point scale. The scale's end points were labeled as "Excellent" (five) and "Poor" (one) and the intermediate points were: four labeled "Above Average," three "Average," and two "Below Average." On this year's report, after presenting the highest rated services, college services are presented by organizational unit rather than alphabetically or by a straight ranking of means. It is hoped that this presentation will assist the administrators of those units in making decisions regarding recognition, resource allocation, or improvement strategies.

The highest rated service units are shown on Table Three. These 16 services received the ten highest ratings, which ranged from 4.21 to 4.39. Last year's range of highest rated services was somewhat lower: 4.15 to 4.37. The highest rated unit was *Division Office Staff: Business/ Performing Arts/Science/Technology* with a 4.39. Two other units, *Division Faculty: Science & Technology* and *Test Center*, also received ratings of 4.35 or higher. Three of the four division office staffs and four of the eight faculty divisions made it onto the top ten ratings list.

Table Three.

UNITS RECEIVING THE TOP TEN QUALITY OF SERVICE RATINGS

Service Units	Mean
1. Division Office Staff: Business/Perf. Arts/Sci./Technology	4.39
2. Division Faculty: Science & Technology	4.37
3. Test Center	4.35
4. LCD: Learning Assistance Center	4.33
5. Cultural Arts: Theatre	4.32
5. Division Office Staff: Health/Humanities/Social Sciences	4.32
5. LCD: Library	4.32
5. Television Studio & Video Services	4.32
6. Division Faculty: Health Sciences	4.30
6. Division Office Staff: English/Languages/ Math	4.30
7. Business Office: Payroll	4.28
7. Print Shop	4.28
8. LCD: Student Support Services	4.24
9. Division Faculty: Mathematics	4.22
10. Division Faculty: Performing Arts	4.21
10. LCD (Learning Centers Division): Audio-Visual Services	4.21

Tables Four A and Four B present individual units ranked by their QUEST ratings within their organizational units. Since 3.0 is the midpoint on the survey, signifying "average," and all but one of the ratings were above 3.0, it can be said that almost all units rated on the survey are providing service that ranges from average to excellent. As stated in the past, there is a question about whether an institution striving for excellence in all areas should consider "average" ratings acceptable. With ratings above 3.5 over the midpoint between "average" and "above average," ratings falling under 3.5 will be focused upon as areas needing improvement. In addition, special attention will be paid to those units receiving a percentage of 10% or higher of combined ratings of "Below Average" or "Poor." Charts Two A and Two B show the rankings of all service units.

Academic Affairs Of the 20 units falling under the Academic Affairs area, 18 had ratings above 4.0, 11 of which were over 4.20. *Division Office Staff: Business/ Performing Arts/ Science/ Technology* as noted previously, had the highest mean rating on the survey, 4.39. A close second was Division *Faculty: Science & Technology*, which had the highest overall Excellent/Above Average percentage (91%) of any unit on the survey. All faculty divisions and division office staffs received ratings above 4.0. One Academic Affairs unit was below 3.5: the *Physical Education Facility (Gym)* at 2.51. And two had Below Average/Poor percentages higher than 10%: *Physical Education Facility (Gym)* at 47% and LCD: Evening Services at 17%.

Administration & Finance Half of the six units in the Administration & Finance area had ratings over 4.0. These three were all Business Office units, with *Business Office: Payroll* receiving the highest rating of 4.28. *Financial Aid & Veterans' Aid Office* received a 3.90 rating, a marked increase from its previous ratings. The two units in this area rating under a 3.5 were: *Plant Operations* at 3.48 and *Security Services* at 3.15. *Plant Operations* had a Below Average/Poor percentage of 13% and *Security Services* percentage was 24%.

Table Four A.

RATINGS ON COLLEGE SERVICES BY ORGANIZATIONAL UNIT

Service Units	Number	MEAN	Standard Deviation	Percent Excellent/ Above Avg.	Percent Below Avg/ Poor
Academic Affairs Units:					
1. Div. Office Staff: Bus./Perf. Arts/Sci./Tech.	124	**4.39**	0.71	88.7%	0.8%
2. Division Faculty: Science & Technology	112	**4.37**	0.64	91.1%	0.0%
3. Cultural Arts: Theatre	125	**4.32**	0.76	84.0%	0.8%
3. Div. Office Staff: Health/Hum./Social Sci.	116	**4.32**	0.69	87.1%	0.0%
3. LCD: Library	137	**4.32**	0.82	85.4%	2.9%
3. Television Studio & Video Services	108	**4.32**	0.75	87.0%	1.9%
4. Division Faculty: Health Sciences	116	**4.30**	0.71	85.3%	0.0%
4. Div. Office Staff: English/Languages/ Math	112	**4.30**	0.72	84.8%	0.0%
5. Division Faculty: Mathematics	114	**4.22**	0.76	83.3%	1.8%
6. Division Faculty: Performing Arts	109	**4.21**	0.77	82.6%	1.8%
6. LCD (Learning Ctrs Div.): Audio-Visual Serv.	120	**4.21**	0.81	80.8%	2.5%
7. Division Faculty: Humanities	114	**4.17**	0.75	82.5%	1.8%
8. Continuing Ed/Workforce Development. Div.	112	**4.16**	0.81	80.4%	1.8%
8. Division Faculty: English/Languages	120	**4.16**	0.77	82.5%	2.5%
9. LCD: LCD Office Staff	104	**4.14**	0.81	80.8%	1.9%
10. Cultural Arts: Art Gallery	113	**4.13**	0.76	78.8%	0.9%
11. Division Faculty: Social Sciences	108	**4.08**	0.81	78.7%	3.7%
12. Division Faculty: Business/Computer	121	**4.03**	0.84	77.7%	4.1%
13. LCD: Evening Services	59	**3.54**	1.02	59.3%	16.9%
14. Physical Education Facility (Gym)	104	**2.51**	1.07	15.4%	47.1%
Administration & Finance Units:					
1. Business Office: Payroll	176	**4.28**	0.75	84.1%	1.1%
2. Business Office: Accounts Payable	162	**4.09**	0.81	77.2%	1.9%
3. Business Office: Cashiering	153	**4.06**	0.84	75.8%	2.0%
4. Financial Aid & Veterans' Aid Office	96	**3.90**	0.88	67.7%	4.2%
5. Plant Operations	163	**3.48**	1.00	49.1%	13.5%
6. Security Services	168	**3.15**	1.10	36.3%	24.4%

Information Technology One Information Technology unit had a rating over 4.0: *Print Shop* at 4.28. All the other units in this area had ratings above 3.5. All computer-related IT units had ratings over 3.80, which at this time of computer system conversion is a strong positive statement. The lowest rated item in this area was *Web Page*, which had a Below Average/Poor percentage of 15%.

Organizational & Community Development Of the five units in this area, *Research & Planning Office* received the highest rating: 4.18. The *Bookstore*, *Public Relations & Marketing*, and *Human Resources* received ratings of 4.03, 3.94 and 3.88, respectively. The only unit to rate under 3.5 in this area was the *Cafeteria* at 3.07. It had a Below Average/Poor percentage of 25%.

President's Area Of the three units in this area, all received ratings over 3.5. The highest rated was *President's Office Staff* with a 4.11 rating. *Senior Administrative Office Staff* received a rating of 3.97. *Development/Alumni Relations/Grants*' rating was 3.64, and its Below Average/Poor percentage was 10%.

Student Services There are 10 units in this area, and five had mean ratings over 4.0. The two highest were *Test Center* and *LCD: Learning Assistance Center* at 4.35 and 4.33, respectively. Three other units in this area had ratings over 3.8, and two were below 3.5. Those two were: *Retention Services* at 3.26 and *Athletic programs/sports* at 3.18. The Below Average/Poor percentages for those units were 22% and 20%, respectively.

Table Four B.

RATINGS ON COLLEGE SERVICES BY ORGANIZATIONAL UNIT

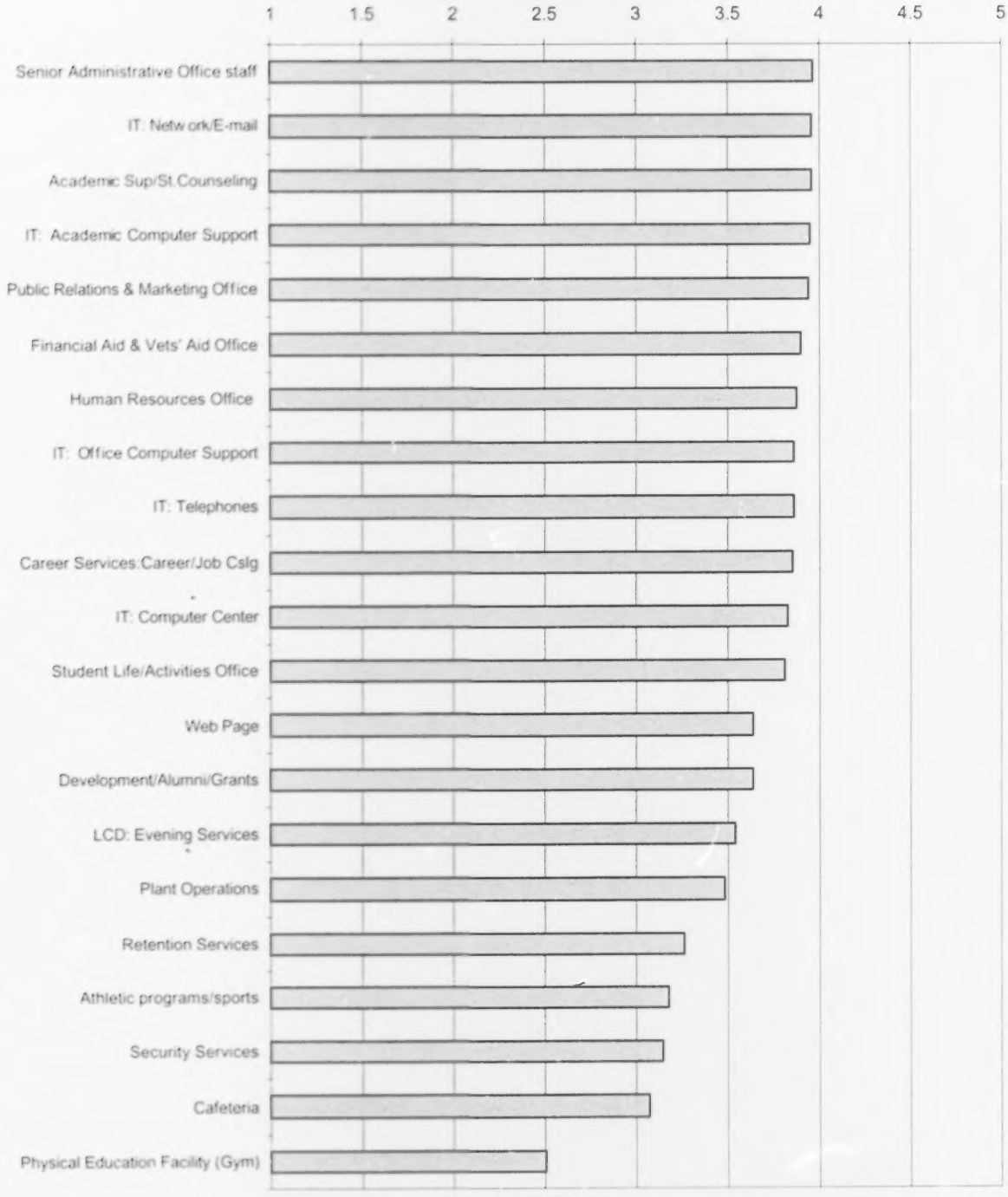
Service Unit	Number	MEAN	Standard Deviation	Percent Excellent/ Above Avg.	Percent Below Avg/ Poor
Information Technology Units:					
1. Print Shop	159	**4.28**	0.87	83.0%	4.4%
2. Information Technology: Network/E-mail	162	**3.96**	0.80	72.2%	3.1%
3. IT: Academic Computer Support	130	**3.95**	0.85	73.8%	3.8%
4. IT: Office Computer Support	159	**3.86**	0.85	67.9%	5.0%
5. Information Technology (IT): Telephones	152	**3.86**	0.86	69.1%	5.9%
6. Information Technology: Computer Center	132	**3.83**	0.85	68.9%	6.1%
7. Web Page	143	**3.64**	1.09	60.8%	14.7%
Organizational & Community Development Units:					
1. Research & Planning Office	107	**4.18**	0.74	80.4%	0.0%
2. Bookstore	172	**4.03**	0.83	75.0%	2.9%
3. Public Relations & Marketing Office	122	**3.94**	0.82	72.1%	4.1%
4. Human Resources Office (Personnel)	168	**3.88**	0.95	68.5%	7.1%
5. Cafeteria	176	**3.07**	1.05	33.0%	25.0%
President's Area:					
1. President's Office Staff	132	**4.11**	0.74	80.3%	1.5%
2. Senior Administrative Office staff	126	**3.97**	0.79	72.2%	2.4%
3. Development/Alumni Relations/Grants	107	**3.64**	0.92	57.0%	10.3%
Student Services Units:					
1. Test Center	119	**4.35**	0.72	87.4%	0.8%
2. LCD: Learning Assistance Center	89	**4.33**	0.67	88.8%	0.0%
3. LCD: Student Support Services	106	**4.24**	0.81	83.0%	1.9%
4. Admissions/Advising/Transfer/Office	133	**4.17**	0.78	80.5%	0.8%
5. Records & Registration Office	143	**4.01**	0.78	76.2%	2.8%
6. Academic Support/Student Counseling	108	**3.96**	0.79	73.1%	2.8%
7. Career Services: Career & Job Counseling	100	**3.85**	0.90	66.0%	6.0%
8. Student Life/Activities Office	111	**3.81**	0.92	64.9%	8.1%
9. Retention Services	78	**3.26**	1.05	39.7%	21.8%
10. Athletic programs/sports	93	**3.18**	0.89	26.9%	20.4%

Chart Two A.

MEAN RATINGS ON COLLEGE SERVICES:
RATINGS OVER 4.0

Chart Two B.

MEAN RATINGS ON COLLEGE SERVICES:
RATINGS UNDER 4.0



Ratings by Employment Category

Overall mean ratings on college service units are informative, but knowing the ratings given each unit by specific employment categories is even more useful information. Table Five presents mean ratings on all service units by employment categories. These data should be useful for units for which there are discrepancies in ratings among the categories. Assuming there is no real difference in the service rendered to the three major employee groups, differing perceptions could warrant special efforts to determine why one group might give lower ratings. It will be remembered from the description of respondents at the beginning of this report that this year some employees mislabeled themselves, resulting in more respondents in the Administrative Staff category than there are employees in that category. This group was combined with the Professional/Technical Staff group for purposes of this analysis. Whereas in the past there were four employment categories described in the findings, this year there are three.

Table Five.

RATINGS BY EMPLOYMENT CATEGORY

Service Units	Overall Mean	Support Staff	Faculty	Administrative Professional Technical
Academic Affairs Units:				
1. Division Office Staff: Business/Perf.Arts/Science/ Technology	4.39	4.24	**4.67***	4.34
2. Division Faculty: Science & Technology	4.37	4.15	**4.61**	4.34
3. LCD: Library	4.33	4.36	**4.46**	4.25
4. Cultural Arts: Theatre	4.32	4.04	**4.52**	4.33
4. Division Office Staff: Health/Humanities/Social Sciences	4.32	4.11	**4.61**	4.25
4. Television Studio & Video Services	4.32	4.09	4.27	**4.42**
5. Division Faculty: Health Sciences	4.30	4.12	**4.50**	4.27
5. Division Office Staff: English/Languages/ Math	4.30	4.16	**4.61**	4.20
6. Division Faculty: Mathematics	4.22	3.95	**4.60**	4.09
7. Division Faculty: Performing Arts	4.21	4.00	**4.40**	4.19
8. LCD (Learning Centers Division): Audio-Visual Services	4.20	4.21	**4.51**	4.02
9. Division Faculty: Humanities	4.17	4.08	**4.43**	4.07
10. Continuing Ed/Workforce Development Division	4.16	4.08	4.12	**4.21**
10. Division Faculty: English/Languages	4.16	4.00	**4.50**	4.02
11. LCD: LCD Office Staff	4.14	4.23	**4.24**	4.06
12. Cultural Arts: Art Gallery	4.13	3.74	**4.25**	4.23
13. Division Faculty: Social Sciences	4.08	3.95	**4.25**	4.04
14. Division Faculty: Business/Computer	4.03	4.07	**4.37**	3.86
15. LCD: Evening Services	3.54	3.25	**3.72**	3.60
16. Physical Education Facility (Gym)	2.51	**2.63**	2.42	2.50

Table Five. (Continued)

RATINGS BY EMPLOYMENT CATEGORY

Service Units	Overall Mean	Support Staff	Faculty	Administrative Professional Technical
Administration & Finance Units:				
1. Business Office: Payroll	4.28	4.17	**4.39**	4.28
2. Business Office: Accounts Payable	4.08	4.03	**4.21**	4.06
3. Business Office: Cashiering	4.05	4.07	**4.15**	4.01
4. Financial Aid & Veterans' Aid Office	3.91	3.48	**4.17**	4.02
5. Plant Operations	3.46	3.59	**3.69**	3.31
6. Security Services	3.15	3.02	**3.36**	3.12
Information Technology Units:				
1. Print Shop	4.27	4.38	**4.43**	4.13
2. Information Technology: Network/E-mail	3.96	3.93	**4.00**	3.95
3. IT: Academic Computer Support	3.95	3.96	**4.16**	3.81
4. IT: Office Computer Support	3.87	4.00	**4.00**	3.76
5. Information Technology (IT): Telephones	3.85	3.94	**4.03**	3.75
6. Information Technology: Computer Center	3.83	3.74	**4.13**	3.74
7. Web Page	3.64	**3.66**	3.64	3.63
Organizational & Community Development Units:				
1. Research & Planning Office	4.18	4.22	**4.27**	4.13
2. Public Relations & Marketing Office	3.93	**4.00**	3.96	3.90
3. Bookstore	4.03	3.86	**4.13**	4.07
4. Human Resources Office (Personnel)	3.87	3.71	**4.14**	3.84
5. Cafeteria	3.08	3.00	**3.24**	3.03
President's Area:				
1. President's Office Staff	4.11	4.14	**4.19**	4.06
2. Senior Administrative Office staff	3.96	4.00	**4.00**	3.93
3. Development/Alumni Relations/Grants	3.64	**3.77**	3.71	3.56
Student Services Units:				
1. Test Center	4.36	4.32	**4.51**	4.29
2. LCD: Learning Assistance Center	4.33	4.29	**4.37**	4.32
3. LCD: Student Support Services	4.24	4.08	4.19	**4.33**
4. Admissions/Advising/Transfer/Office	4.17	4.06	4.08	**4.29**
5. Records & Registration Office	4.01	**4.11**	4.10	3.93
6. Academic Support/Student Counseling	3.96	4.04	3.77	**4.06**
7. Career Services: Career & Job Counseling	3.85	3.87	3.75	**3.89**
8. Student Life/Activities Office	3.81	3.75	**4.07**	3.72
9. Retention Services	3.26	**3.67**	3.00	3.28
10. Athletic programs/sports	3.11	**3.12**	3.07	**3.12**

*Bold numbers show which employee group gave the highest rating for each item.

The highest rated services by respondents' type of employment are shown on Table Six. Those units listed received the ten highest ratings for each employment category, but since there were ties in ratings in some cases, the number of services listed for two categories exceeds ten. The ranges of ratings for each employment group are interesting in their diversity. Of the units given top ten ratings by support staff, the range of ratings was 4.16 to 4.38. Faculty's lowest top ten rating was above the highest for Support Staff; Faculty ratings ranged from 4.39 to 4.67. Administrative/ Professional/Technical Staff ratings ranged from 4.21 to 4.42.

Table Six.

HIGHEST RATED SERVICES BY EMPLOYMENT CATEGORY

Service Units	Mean
Support Staff	
1. Print Shop	4.38
2. LCD: Library	4.36
3. Test Center	4.32
4. LCD: Learning Assistance Center	4.29
5. Division Office Staff: Business/Perf. Arts/Science/Technology	4.24
6. LCD: LCD Office Staff	4.23
7. Research & Planning Office	4.22
8. LCD (Learning Centers Division): Audio-Visual Services	4.21
9. Business Office: Payroll	4.17
10. Division Office Staff: English/Languages/ Math	4.16
Faculty	
1. Division Office Staff: Business/Perf. Arts/Science/Technology	4.67
2. Division Office Staff: English/Languages/ Math	4.61
2. Division Faculty: Science & Technology	4.61
2. Division Office Staff: Health/Humanities/Social Sciences	4.61
3. Division Faculty: Mathematics	4.60
4. Cultural Arts: Theatre	4.52
5. Test Center	4.51
5. LCD (Learning Centers Division): Audio-Visual Services	4.51
6. Division Faculty: Health Sciences	4.50
6. Division Faculty: English/Languages	4.50
7. LCD: Library	4.46
8. Print Shop	4.43
8. Division Faculty: Humanities	4.43
9. Division Faculty: Performing Arts	4.40
10. Business Office: Payroll	4.39
Administration/Professional/Technical	
1. Television Studio & Video Services	4.42
2. Division Office Staff: Business/Perf. Arts/Science/Technology	4.34
2. Division Faculty: Science & Technology	4.34
3. Cultural Arts: Theatre	4.33
3. LCD: Student Support Services	4.33
4. LCD: Learning Assistance Center	4.32
5. Test Center	4.29
5. Admissions/Advising/Transfer/Office	4.29
6. Business Office: Payroll	4.28
7. Division Faculty: Health Sciences	4.27
8. Division Office Staff: Health/Humanities/Social Sciences	4.25
8. LCD: Library	4.25
9. Cultural Arts: Art Gallery	4.23
10. Continuing Education/Workforce Development Division	4.21

In past years we have awarded a star for each unit attaining a top ten rating for each employment group, and it was possible to get a four star rating. This year, however, with combining two employee groups, the highest possible star rating is three. The four units that were rated in the top ten of all employment groups were *Library*, *Test Center*, *Division Office Staff: Business/ Performing Arts/Science/Technology*, and *Business Office: Payroll*. In the star chart below, units earning three or two stars are shown.

Chart Three.

Three And Two Star Service Units

LCD: Library	☆☆☆
Test Center	☆☆☆
Div. Office Staff: Business/Perf.Arts/Science/Tech.	☆☆☆
Business Office: Payroll	☆☆☆
LCD: Learning Assistance Center	☆☆
LCD: Audio-Visual Services	☆☆
Division Office Staff: English/Languages/ Math	☆☆
Division Faculty: Science & Technology	☆☆
Division Office Staff: Health/Humanities/Social Sci.	☆☆
Cultural Arts: Theatre	☆☆
Division Faculty: Health Sciences	☆☆
Print Shop	☆☆

When the focus shifts to the services receiving the lowest ratings by each employment group, it is revealed that each of the groups gave ratings under 3.5 to four or five services. The units that received low ratings from each of the employment groups were: *Athletic programs/sports, Security services, Cafeteria*, and *Physical Education Facility (Gym). Retention Services* received low ratings from Faculty and from Administrative/ Professional/Technical Staff.

QUEST Service Ratings Over Time

Of the fifty-one services listed on the 1999 QUEST Survey, there was an overlap of 49 with those on the 1998 survey. As seen on Table Seven, among those 49 units, 34 showed some improvement from 1998 to 1999. Many of the gains were slight. However, ten ratings went up by 0.20 or more, with the greatest gains seen for *Academic Support: Student Counseling* with a 0.34 raise, for *Division Faculty: English/Languages* with a 0.33 increase, and *Information Technology: Network/E-mail*, which went up 0.31. Other gains of 0.20 or more were seen for: *Continuing Ed/Workforce Dev. Division, Development/Alumni Relations/Grants, Division Faculty: Science & Technology, Division Office Staff: Business/Performing Arts/Science/ Technology, IT: Academic Computer Support, IT: Telephones*, and *LCD: Learning Assistance Center*.

There were 15 services that dropped in ratings from 1998 to 1999. Of those, five went down 0.20 or more, led by *Physical Education Facility (Gym)* with a 0.71 drop, and *Cafeteria*, which was down by 0.33. Other units lower by 0.20 or more this year were: *Bookstore, President's Office Staff*, and *Web Page*.

Table Seven.

QUEST RATINGS OVER TIME

Service Units	1994	1995	1996	(Pace) 1997	1998	1999	Differences 1999-1998
1. Academic Support: Pers./Retention/Student Counseling	3.63	3.92	3.54		3.62	3.96	0.34
2. Admissions/Advising Office	3.86	3.98	3.96		4.03	4.17	0.14
3. Athletic programs/sports	3.72	3.72	3.73		3.21	3.11	**-0.10**
4. Bookstore	4.46	4.51	4.45		4.23	4.03	**-0.20**
5. Business Office: Accounts Payable	4.24	4.31	4.39	4.20	4.11	4.09	**-0.02**
6. Business Office: Cashiering	4.30	4.21	4.31	4.20	4.15	4.06	**-0.09**
7. Business Office: Payroll	4.46	4.43	4.50	4.20	4.18	4.28	0.10
8. Cafeteria	3.30	3.41	3.50		3.40	3.07	**-0.33**
9. Career Services: Career/Job Placement Counseling	3.63	3.67	4.05		3.79	3.85	0.06
10. Continuing Ed/Workforce Dev. Division	3.71	3.92	3.97	3.91	3.91	4.16	0.25
11. Cultural Arts: Art Gallery	4.11	4.14	4.35		3.95	4.13	0.18
12. Cultural Arts: Theatre	3.27	4.21	4.35		4.28	4.32	0.04
13. Deans' Office Staff/Senior Admin. Staff	4.46	4.48	4.42	3.74	4.10	3.97	**-0.13**
14. Development & Alumni Relations Office	3.86	3.99	3.80	3.76	3.42	3.64	0.22
15. Division Faculty: Business/Computer	3.95	4.13	4.13		3.92	4.03	0.11
16. Division Faculty: English/Foreign Languages	3.95	4.18	4.15		3.83	4.16	0.33
17. Division Faculty: Health Sciences	3.95	4.26	4.33		4.12	4.3	0.18
18. Division Faculty: Humanities	4.09	4.36	4.25		4.05	4.17	0.12
19. Division Faculty: Mathematics	4.08	4.33	4.18		4.09	4.22	0.13
20. Division Faculty: Performing Arts	4.05	4.33	4.17		4.07	4.21	0.14
21. Division Faculty: Science & Technology	4.16	4.37	4.42		4.10	4.37	0.27
22. Division Faculty: Social Sciences	4.06	4.10	4.14		4.14	4.08	**-0.06**
23. Div. Office Staff: Business/Perf. Arts/Science/Tech.	4.22	4.33	4.35		4.11	4.39	0.28
24. Division Office Staff: Health/Humanities/Soc. Sciences	3.20	4.34	4.33		4.15	4.32	0.17
25. Division Office Staff: English/Foreign Lang./Math	4.29	4.18	4.30		4.23	4.3	0.07
26. Financial Aid & Veterans' Affairs Office	3.20	3.17	3.33		3.78	3.9	0.12
27. Human Resources Office (Personnel)	3.85	4.04	4.03	3.98	3.75	3.88	0.13
28. Information Services: Computer Center	3.67	3.27	3.75	3.29	3.66	3.83	0.17
29. Information Services: Microcomputer Support (Offices)	3.76	3.10	3.63	3.29	3.73	3.86	0.13
30. Information Services: Network & E-mail (Offices)			3.62	3.29	3.65	3.96	0.31
31. Information Services: Acad. Sup./Student Comp Labs			3.61	3.29	3.68	3.95	0.27
32. Information Services: Telephones	3.66	3.21	3.73	3.29	3.63	3.86	0.23
33. LCD (Learning Centers Div.): Audio-Visual Services	4.06	4.21	4.42	4.34	4.12	4.21	0.09
34. LCD: Evening Services	3.46	3.71	3.69		3.49	3.54	0.05
35. LCD: Learning Assistance Center	3.91	3.98	4.13		4.06	4.33	0.27
36. LCD: Library	4.34	4.46	4.37		4.34	4.32	**-0.02**
37. LCD: Student Support Services	4.00	4.11	4.07		4.12	4.24	0.12
38. Physical Education Center	3.72	3.72	3.79		3.22	2.51	**-0.71**
39. Plant Operations	3.66	3.39	3.55	3.57	3.54	3.48	**-0.06**
40. Planning and Evaluation/Research & Planning	4.09	4.09	3.99	3.88	4.08	4.18	0.10
41. President's Office Staff	4.43	4.49	4.45		4.32	4.11	**-0.21**
42. Print Shop	4.41	4.50	4.40		4.17	4.28	0.11
43. Public Relations & Marketing Office	4.01	4.08	4.07	3.75	3.92	3.94	0.02
44. Records & Registration Office	3.92	3.97	4.08		4.07	4.01	**-0.06**
45. Security	3.18	3.31	3.44		3.22	3.15	**-0.07**
46. Student Activities (Student Life/Activities)	3.59	3.65	3.50		3.63	3.81	0.18
47. Television Studio & Video Services	4.09	4.29	4.23		4.24	4.32	0.08
48. Test Center	3.38	4.45	4.49		4.37	4.35	**-0.02**
49. Web Page			3.73		3.89	3.64	**-0.25**

RATINGS OF HCC'S CAMPUS CLIMATE

As seen earlier in this report, the ratings on services were a single measure assessing the quality of service provided by each unit. On the campus climate section of the QUEST Survey, dual ratings are given for each item. The first rating is a five-point importance scale, ranging from high (5) to low (1). The instructions for this section ask the respondent to "give your opinion of each item's importance to a high quality institution." Respondents are next asked to "rate your current level of satisfaction on each item." The satisfaction scale is exactly like the importance scale, with five points ranging from high to low. With ratings on these two scales for each item, how closely the ratings correspond to each other can be observed. In order to readily see the degree to which the two ratings agree, a simple ratio was calculated by dividing the satisfaction rating by the importance rating. Thus, a 1.00 indicates perfect correspondence between the two ratings, and the lower the figure, the greater the discrepancy between the importance employees place on a given element and their assessment of the college's performance or their own satisfaction in that area.

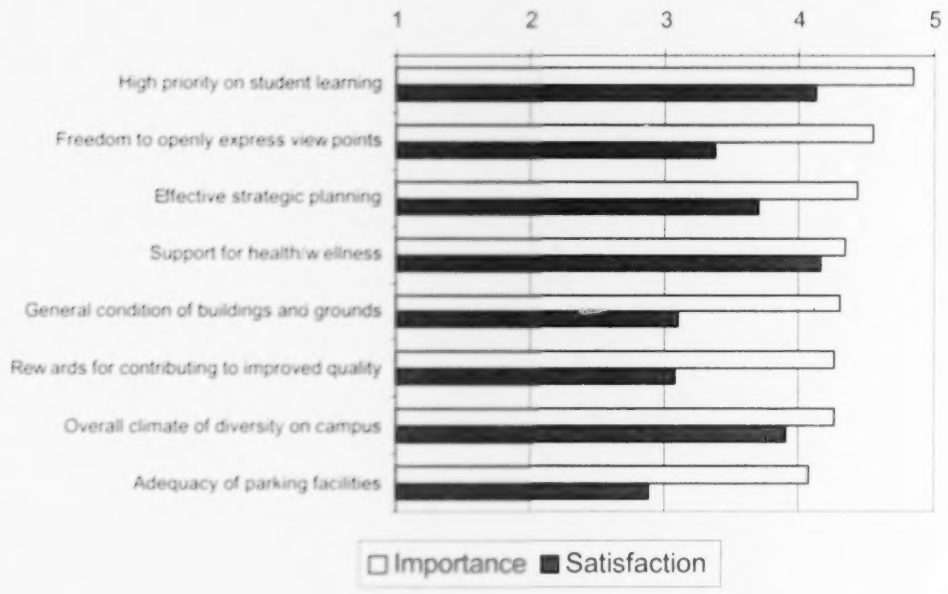
Chart Four shows the importance and satisfaction ratings on campus climate and Table Eight presents employees' ratings on the importance of elements of the campus climate, their satisfaction ratings, and the correspondence factor between the two ratings. As employees see it, the most important item on this section of the survey was *High priority on student learning* with an importance rating of 4.85, considerably above those given for other items. The next most important item was *Freedom to openly express viewpoints* at 4.55. All other importance ratings were above 4.25, except *Adequacy of parking facilities* (4.08).

When examined by their satisfaction ratings, there was shifting in the ordering of items. *Support for health/wellness* became number one. That item and three others (*High priority on student learning, Overall climate of diversity on campus*, and *Effective strategic planning)* received satisfaction ratings of 3.7 or higher. The other four items in this section of the survey were rated under 3.5: *Freedom to openly express viewpoints, General condition of buildings and grounds, Rewards for contributing to improved quality*, and *Adequacy of parking facilities*. The overall rating on campus climate was 3.74.

As noted above, the correspondence factor gives an indication of how much in synch the importance and satisfaction ratings are, with perfect agreement being 1.0. A note of caution should be made concerning the interpretation of correspondence factors. While these figures may accurately reflect employees' views at a given point in time, that is not to say that either the importance or satisfaction/performance ratings for even those with high correspondence factors are at the desired level. An element of Campus Climate, for example, may be rated low in both importance and satisfaction/performance and it would receive a high correspondence factor. For that reason, it is best to view the two ratings (importance and satisfaction/performance) and the derived factor together. It is from this holistic perspective that decisions on necessary actions are best made. Decisions on whether to institute measures to inform or train employees in the importance of a given element, to concentrate on improving performance, or to reexamine the relevance of specific elements to college work life must take into account all aspects of these ratings.

Chart Four

Campus Climate: Importance/Satisfaction Ratings



In general, we have viewed areas with correspondence factors of .90 or above as indicating relative balance between importance and satisfaction, and ratings in the .80's as approaching balance. Noteworthy discrepancies between importance and satisfaction are most evident in correspondence factors below .80. On Table Eight it can be seen that two items, *Support for health/wellness* and *Overall climate of diversity on campus* were above .90. Four items may be flagged for falling under .80: *Freedom to openly express viewpoints, Rewards for contributing to improved quality, General condition of buildings and grounds*, and *Adequacy of parking facilities*. These four areas indicate that there is considerable discrepancy between employees' views of their importance and satisfaction.

Table Eight.

RATINGS ON CAMPUS CLIMATE ELEMENTS

Elements of Campus Climate	Mean Rating		Correspondence Factor
	Importance	Satisfaction	
Importance Rankings			
1. High priority on student learning	4.85	4.13	0.85
2. Freedom to openly express viewpoints	4.55	3.38	0.74
3. Effective strategic planning	4.44	3.70	0.83
4. Support for health/wellness	4.35	4.17	0.96
5. General condition of buildings/grounds	4.31	3.11	0.72
6. Rewards for contrib. to improved quality	4.27	3.09	0.72
7. Overall climate of diversity on campus	4.27	3.91	0.92
8. Adequacy of parking facilities	4.08	2.89	0.71
Satisfaction Rankings			
1. Support for health/wellness	4.35	4.17	0.96
2. High priority on student learning	4.85	4.13	0.85
3. Overall climate of diversity on campus	4.27	3.91	0.92
4. Effective strategic planning	4.44	3.70	0.83
5. Freedom to openly express viewpoints	4.55	3.38	0.74
6. General condition of buildings/grounds	4.31	3.11	0.72
7. Rewards for contrib. to improved quality	4.27	3.09	0.72
8. Adequacy of parking facilities	4.08	2.89	0.71
Correspondence Rankings			
1. Support for health/wellness	4.35	4.17	0.96
2. Overall climate of diversity on campus	4.27	3.91	0.92
3. High priority on student learning	4.85	4.13	0.85
4. Effective strategic planning	4.44	3.70	0.83
5. Freedom to openly express viewpoints	4.55	3.38	0.74
6. Rewards for contrib. to improved quality	4.27	3.09	0.72
7. General condition of buildings/grounds	4.31	3.11	0.72
8. Adequacy of parking facilities	4.08	2.89	0.71
Overall Rating on Campus Climate		***3.74***	

Ratings on Campus Climate by Employee Category

When ratings on campus climate items are analyzed by employee category, it can be seen (Table Nine) that the three employee groups all put the same four items at the top with ratings above 3.5 for: *High priority on student learning, Support for health/wellness, Overall climate of diversity on campus,* and *Effective strategic planning.* At the other end of the spectrum, with ratings below 3.5from each group were: *Freedom to openly express viewpoints, Rewards for contributing to improved quality, General condition of buildings and grounds*, and *Adequacy of parking facilities.* Support staff gave the highest ratings to four items on this section of the survey (*High priority on student learning, Effective strategic planning, General condition of buildings and grounds*, and *Rewards for contributing to improved quality*). Administrative/ Professional/Technical staff rated two items the highest, while faculty gave the highest ratings to the other two items.

Table Nine.

CAMPUS CLIMATE RATINGS BY EMPLOYMENT CATEGORY

Employment Category/Survey Item	Overall Mean	Group Rating
Support Staff		
1. High priority on student learning	4.13	4.23
2. Support for health/wellness	4.17	4.12
3. Overall climate of diversity on campus	3.91	3.81
4. Effective strategic planning	3.70	3.75
5. Rewards for contributing to improved quality	3.09	3.41
6. General condition of buildings and grounds	3.11	3.19
7. Freedom to openly express viewpoints	3.36	3.15
8. Adequacy of parking facilities	2.90	2.52
Overall Rating on Campus Climate by Support Staff		***3.62***
Faculty		
1. Support for health/wellness	4.17	4.28
2. High priority on student learning	4.13	4.03
3. Overall climate of diversity on campus	3.91	3.88
4. Effective strategic planning	3.70	3.55
5. Freedom to openly express viewpoints	3.36	3.41
6. General condition of buildings and grounds	3.11	3.17
7. Rewards for contributing to improved quality	3.09	3.03
8. Adequacy of parking facilities	2.90	2.95
Overall Rating on Campus Climate by Faculty		***3.83***
Administration/Professional/Technical		
1. Support for health/wellness	4.17	4.13
2. High priority on student learning	4.13	4.12
3. Overall climate of diversity on campus	3.91	3.98
4. Effective strategic planning	3.70	3.74
5. Freedom to openly express viewpoints	3.36	3.44
6. General condition of buildings and grounds	3.11	3.05
7. Adequacy of parking facilities	2.90	3.05
8. Rewards for contributing to improved quality	3.09	2.98
Overall Rating on Campus Climate by Admin/Prof/Tech		***3.77***

QUEST Campus Climate Ratings Over Time

Table Ten presents performance/satisfaction ratings on campus climate items from 1995 through 1999, and it shows the difference between 1998 and 1999 ratings. Chart Five shows the same information from 1994 through 1999, with the exception of 1997, when a different survey instrument was used. Of the eight campus climate items, four had changes between 1998 and 1999 of .20 or greater. The only positive change of this magnitude was for *Effective strategic planning* (.24). Negative changes over .20 were seen for *Adequacy of parking facilities* (-.59), *General condition of buildings and grounds* (-.37), and *Support for health/wellness* (-.22).

Table Ten.

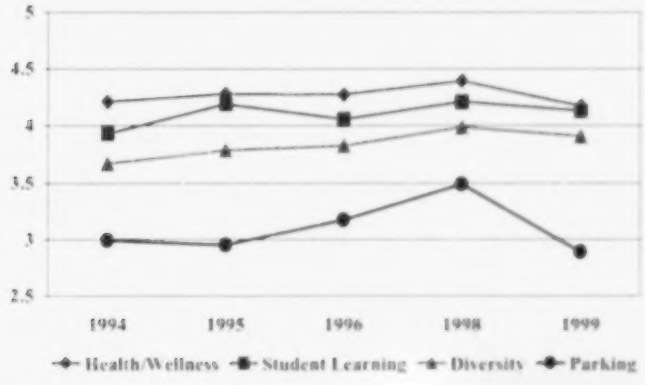
CAMPUS CLIMATE PERFORMANCE/SATISFACTION RATINGS OVER TIME, WITH 1995 – 1999 CHANGES (Ranked by 1999 ratings)

Elements of campus climate	Performance/Satisfaction Ratings				Difference
	1995	1996*	1998	1999	1998-99
Support for health/wellness	4.28	4.27	4.39	4.17	-0.22
High priority on student learning	4.19	4.06	4.21	4.13	-0.08
Overall climate of diversity on campus	3.79	3.83	3.99	3.91	-0.08
Effective strategic planning	3.37	3.36	3.46	3.70	0.24
Freedom to openly express viewpoints	3.07	3.22	3.33	3.36	0.03
General condition of campus buildings/ grounds	3.45	3.57	3.48	3.11	-0.37
Rewards for contributing to improved quality	3.08	3.13	3.13	3.09	-0.04
Adequacy of parking facilities	2.95	3.17	3.49	2.90	-0.59

* There was no QUEST Survey at HCC in 1997. Instead, the PACE Survey was used

Chart Five.

Selected Elements Of Campus Climate Over Time



RATINGS ON JOB SATISFACTION

On the Job Satisfaction section of the QUEST Survey, each respondent is given the opportunity to rate the importance each item contributes to her/his own job satisfaction and then to rate her/his own current level of satisfaction on each item. Examining the ratio between these two ratings shows the correspondence between the importance employees place on a specific element and their actual level of satisfaction with it (the correspondence factor). Table Eleven shows the ratings on Job Satisfaction with the importance and satisfaction ratings on each item and the calculated correspondence factor between the two ratings.

As on the 1996 and 1998 surveys, employees of the college selected *Resources available to carry out the job* (4.73) as the most important element in their job satisfaction. The next most important item was *Opportunities for job-related training* (4.65), followed by *Salary* (4.55) and *Personal safety on campus* (4.52). *Job security* was also highly important (4.50). The *Way job performance is evaluated* (4.41), *Personal work space* (4.41), and the *Merit pay system* (4.29) were the lowest ranking items in importance.

There are some distinct differences between what employees saw as important and the rating of their current satisfaction with those same items. As can be seen on Table Eleven and Chart Six, HCC employees are most satisfied with their *Opportunities for job-related training* (3.93) and *Personal safety on campus* (3.92). *Resources available to do the job,* the most important item, ranked third and was also relatively highly rated in terms of employees' actual satisfaction (3.89). Other items rated above 3.50 in satisfaction were: *Job security* and *Personal work space.* The lowest rated three items, all under 3.5 were: *Salary, Evaluation of job performance,* and *Merit pay system.*

The same three items that had the lowest satisfaction ratings also had the lowest correspondence factors – all below .80. *Merit pay system*, in fact, with an importance rating of 4.29 and a satisfaction rating of 2.87, had a correspondence factor of .67.

Chart Six

Job Satisfaction: Importance/Satisfaction Ratings

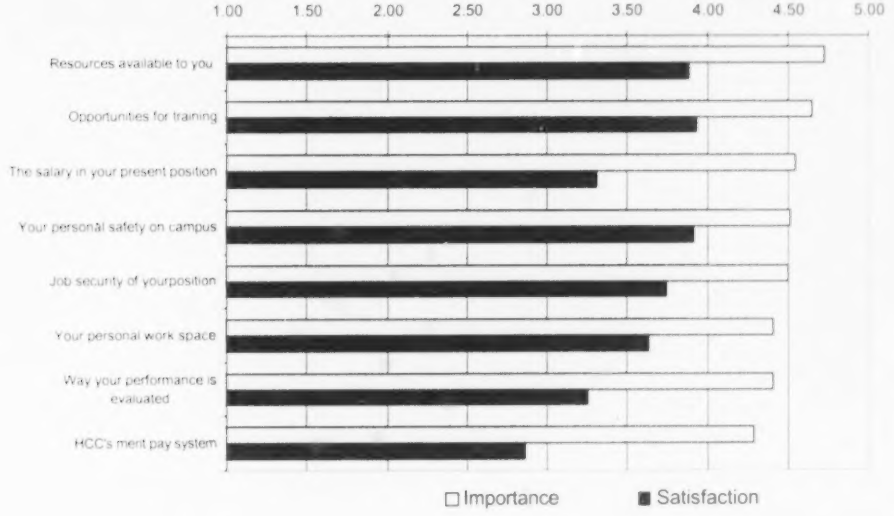


Table Eleven.

RATINGS ON JOB SATISFACTION

Elements of Job Satisfaction	Mean Rating		Correspondence Factor
	Importance	Satisfaction	
Importance Rankings			
1. Resources available to you to carry out job	4.73	3.89	0.82
2. Opportunities for job-related training	4.65	3.93	0.85
3. The salary you receive in present position	4.55	3.31	0.73
4. Your personal safety on campus	4.52	3.92	0.87
5. Job security of your present position	4.50	3.75	0.83
6. The way your job performance is evaluated	4.41	3.26	0.74
6. Your personal work space	4.41	3.64	0.83
7. HCC's merit pay system	4.29	2.87	0.67
Performance Rankings			
1. Opportunities for job-related training	4.65	3.93	0.85
2. Your personal safety on campus	4.52	3.92	0.87
3. Resources available to you to carry out job	4.73	3.89	0.82
4. Job security of your present position	4.50	3.75	0.83
5. Your personal work space	4.41	3.64	0.83
6. The salary you receive in present position	4.55	3.31	0.73
7. The way your job performance is evaluated	4.41	3.26	0.74
8. HCC's merit pay system	4.29	2.87	0.67
Correspondence Rankings			
1. Your personal safety on campus	4.52	3.92	0.87
2. Opportunities for job-related training	4.65	3.93	0.85
3. Job security of your present position	4.50	3.75	0.83
3. Your personal work space	4.41	3.64	0.83
4. Resources available to you to carry out job	4.73	3.89	0.82
5. The way your job performance is evaluated	4.41	3.26	0.74
6. The salary you receive in present position	4.55	3.31	0.73
7. HCC's merit pay system	4.29	2.87	0.67
Overall Rating on Job Satisfaction		**3.78**	

Ratings of Job Satisfaction by Employment Category

Differences in ratings of job satisfaction become evident when ratings are examined by employment category. Table Twelve below shows the ratings by employment type. The highest rating of all on this section of the survey was the 4.08 given to *Job security of your present position* by faculty. It is interesting to look at the four top-rated items for each group. While the positioning varied, the three items *Resources available to carry out your job, Opportunities for job-related training, Your personal safety on campus* made each group's top four. While faculty and support staff added *Job security of your present position* at second and fourth places, respectively, the administrative/professional/technical staff gave *Personal work space* fourth place. In terms of overall job satisfaction, faculty, with its 4.0 rating was ahead of the administrative/professional/technical staff's 3.78, and considerably ahead of the support staff rating of 3.52.

Table Twelve.

Ratings on Job Satisfaction by Employment Category

Employment Category/Climate Elements	Overall Mean	Group Mean
Support Staff		
1. Resources available to you to carry out your job	3.89	3.84
2. Opportunities for job-related training	3.93	3.84
3. Your personal safety on campus	3.92	3.69
4. Job security of your present position	3.75	3.68
5. The way your job performance is evaluated	3.26	3.46
6. Your personal work space	3.64	3.22
7. The salary you receive in your present position	3.31	3.14
8. HCC's merit pay system	2.87	2.95
Overall Job Satisfaction for Support Staff		***3.52***
Faculty		
1. Resources available to you to carry out your job	3.89	4.19
2. Job security of your present position	3.75	4.08
3. Your personal safety on campus	3.92	4.05
4. Opportunities for job-related training	3.93	3.98
5. Your personal work space	3.64	3.86
6. The way your job performance is evaluated	3.26	3.76
7. The salary you receive in your present position	3.31	3.36
8. HCC's merit pay system	2.87	2.66
Overall Job Satisfaction for Faculty		***4.00***
Administrative/Professional/Technical Staff		
1. Your personal safety on campus	3.92	3.97
2. Opportunities for job-related training	3.93	3.96
3. Resources available to you to carry out your job	3.89	3.78
4. Your personal work space	3.64	3.75
5. Job security of your present position	3.75	3.62
6. The salary you receive in your present position	3.31	3.35
7. The way your job performance is evaluated	3.26	2.92
8. HCC's merit pay system	2.87	2.90
Overall Job Satisfaction for Admin/Prof/Technical Staff		***3.78***

Ratings of Job Satisfaction by Years of Employment at HCC

If there are differences in satisfaction ratings by type of employment, it is logical to assume that there might also be differences by length of employment at HCC. Table Thirteen ranks the satisfaction items by five categories of length of employment. It is difficult to discern a pattern of satisfaction over the categories. It can be said that those employed at HCC the longest (over 20 years) had the highest overall job satisfaction rating (3.96) and that those employed six to ten years had the lowest (a still relatively high 3.69). Overall ratings for the other three groups ranged from 3.77 to 3.82.

Three of the groups gave ratings above 3.5 to five of the eight items. The newest employee group gave 3.5 or higher ratings to four of the eight items, and this group was the only one with no ratings over 4.0. The group employed 16 to 20 years gave only two ratings under 3.5 and was the only one with no ratings under 3.0. This group also had the single highest rating – 4.31 for *Personal work space*. The group with the most longevity gave its highest rating to *Job security of your present position* and that group was the only one for which that item ranked in the top three.

Table Thirteen.

JOB SATISFACTION RATINGS BY LENGTH OF EMPLOYMENT AT HCC

1 to 5 Years		6 to 10 Years	
1. Personal safety on campus	3.98	1. Personal safety on campus	4.04
2. Opportunities for job-related training	3.88	2. Resources available to do job	3.96
3. Resources available to do job	3.87	3. Opportunities for job-related training	3.96
4. Job security in present position	3.68	4. Personal work space	3.85
5. Salary in present position	3.44	5. Job security in present position	3.65
6. Personal work space	3.36	6. Way job performance is evaluated	3.29
7. Way job performance is evaluated	3.21	7. Salary in present position	2.94
8. Merit pay system	2.97	8. Merit pay system	2.73
OVERALL JOB SATISFACTION RATING	***3.78***	***OVERALL JOB SATISFACTION RATING***	***3.69***
11 to15 Years		**16 to 20 Years**	
1. Opportunities for job-related training	4.03	1. Personal work space	4.31
2. Resources available to do job	3.78	2. Opportunities for job-related training	4.08
3. Personal work space	3.76	3. Resources available to do job	4.00
4. Job security in present position	3.72	4. Personal safety on campus	3.92
5. Personal safety on campus	3.67	5. Job security in present position	3.92
6. Salary in present position	3.44	6. Salary in present position	3.58
7. Way job performance is evaluated	3.28	7. Way job performance is evaluated	3.25
8. Merit pay system	3.06	8. Merit pay system	3.00
OVERALL JOB SATISFACTION RATING	***3.82***	***OVERALL JOB SATISFACTION RATING***	***3.77***

Over 20 Years	
1. Job security in present position	4.10
2. Resources available to do job	4.05
3. Personal safety on campus	3.85
4. Opportunities for job-related training	3.85
5. Personal work space	3.57
6. Salary in present position	3.48
7. Way job performance is evaluated	3.32
8. Merit pay system	2.61
OVERALL JOB SATISFACTION RATING	***3.96***

QUEST Ratings on Job Satisfaction Over Time

Overall employee job satisfaction, as measured on the QUEST Survey, notched upward in 1999 to 3.78 from its rating of 3.70 in 1998, as shown on Table Fourteen. Yet, of the eight job satisfaction items, six declined over last year's ratings. Two of those declines were .10 or greater: *Personal safety on campus* (-0.11) and *Personal work space* (-0.13). The two items that went up were *Salary* (+0.27) and *Merit pay system* (+0.14). Chart Seven shows job satisfaction by employee group from 1990 through 1999. Please note that on this chart there are three employment categories. The former "paraprofessional/technical" group's ratings were averaged in with the administrator ratings for previous years so the data would be compatible with this year's data.

Table Fourteen.

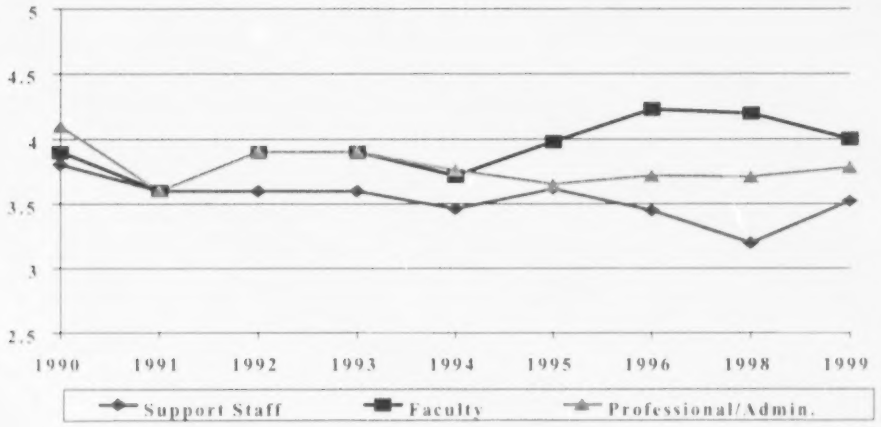
QUEST RATINGS ON JOB SATISFACTION OVER TIME

	MEAN RATINGS					
Elements of Job Satisfaction	**1995**	**1996**	**1997***	**1998**	**1999**	**1998-99 Difference**
1. Personal safety on campus	3.82	3.92		4.03	3.92	-0.11
2. Resources available to carry out your job	3.81	3.77		3.95	3.89	-0.06
3. Opportunities for job-related training				3.94	3.93	-0.01
4. Job security of present position	3.68	3.79		3.81	3.75	-0.06
5. Personal work space	3.83	3.81		3.77	3.64	-0.13
6. Salary received in present position	3.27	3.26		3.04	3.31	0.27
7. Way job performance is evaluated	3.39	3.45		3.33	3.26	-0.07
8. Merit pay system	3.16	2.83		2.73	2.87	0.14
OVERALL JOB SATISFACTION RATING	**3.70**	**3.80**	**3.55**	**3.70**	**3.78**	0.08

*The 1997 PACE Survey contained only an overall measure of employee satisfaction.

Chart Seven.

Changes In Job Satisfaction By Employment Group



RATINGS ON COLLEGE LEADERSHIP/GOVERNANCE

On past QUEST surveys employees were asked to rate the President's Team, which was defined as the president and vice presidents. This year the ratings for the president and the vice presidents have been separated, each containing four items and an overall rating. For the second year there is a rating for HCC's Board of Trustees, also with four items and an overall rating. Table Fifteen presents the rankings for the importance, performance, and correspondence factors for each of the three groups. (The rankings for performance and correspondence factors are the same in each case, so they are shown just once for each group.) The items on the survey were seen as important for each of the three groups, with ratings over 4.5 for each one. The highest rated item in importance was for the president - *Exhibits leadership that enhances campus climate* with a rating of 4.77. All importance ratings for the president, in fact, were higher than they were for the other two groups. Importance ratings on the vice presidents' items ranged from 4.57 to 4.62, and for the board of trustees the range was 4.52 to 4.66.

The vice presidents. The vice presidents rated highest in performance on *Encourage creative and innovative ideas*, with a 3.80 rating. (See Chart Eight.) Their next highest rated item was *Exhibit leadership that enhances unit climate*, with a 3.58. The other two items had ratings under 3.5: *Share information you need to do your* job (3.45) and *Involve you in decisions that affect you* (3.16). As noted previously in this report, survey items with correspondence factors under .80 may be regarded as needing attention. Three of the four items for the vice presidents fall into this category. However, their overall rating at 3.67 was well within the healthy range.

Chart Eight.

VICE PRESIDENTS: Importance/Performance Ratings

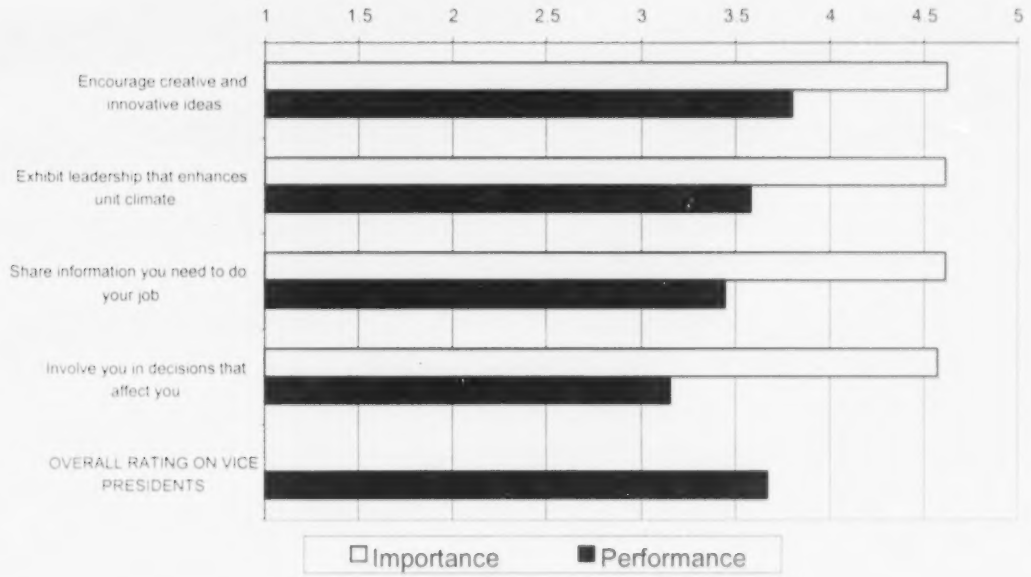


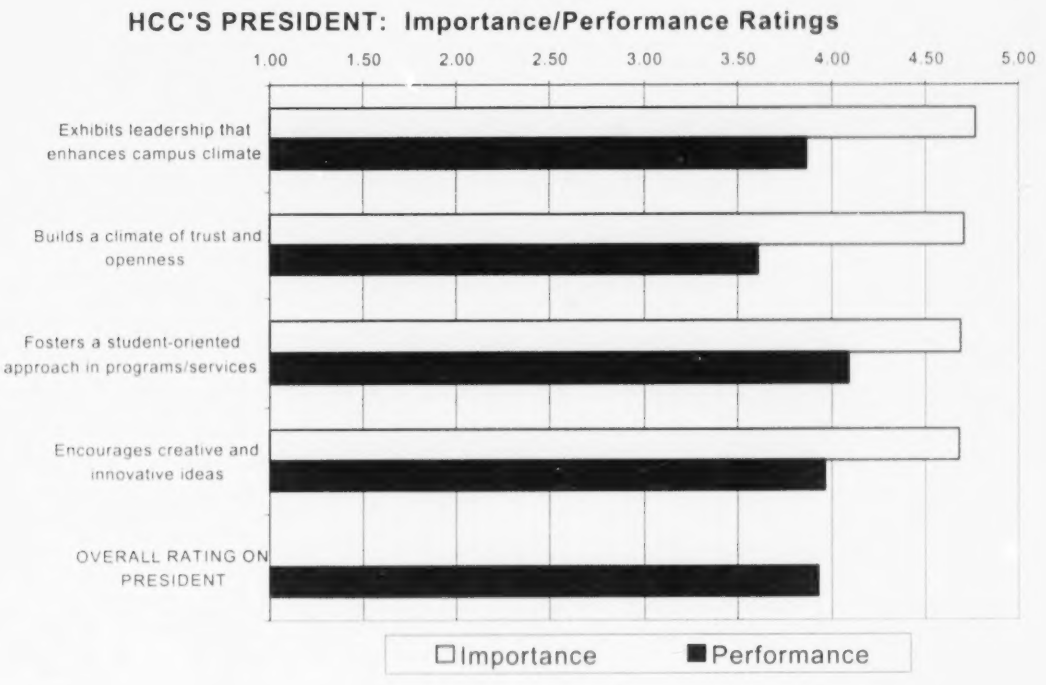
Table Fifteen.

RATINGS ON LEADERSHIP/GOVERNANCE

Elements by Category	Mean Rating		Correspondence Factor
	Importance	Performance	
HCC'S VICE PRESIDENTS			
Importance Rankings			
1. Encourage creative and innovative ideas	4.62	3.80	0.82
2. Exhibit leadership that enhances unit climate	4.61	3.58	0.78
3. Share information you need to do your job	4.61	3.45	0.75
4. Involve you in decisions that affect you	4.57	3.16	0.69
Performance/Correspondence Rankings			
1. Encourage creative and innovative ideas	4.62	3.80	0.82
2. Exhibit leadership that enhances unit climate	4.61	3.58	0.78
3. Share information you need to do your job	4.61	3.45	0.75
4. Involve you in decisions that affect you	4.57	3.16	0.69
Overall Rating on Vice Presidents		***3.67***	
HCC'S PRESIDENT			
Importance Rankings			
1. Exhibits leadership that enhances campus climate	4.77	3.87	0.81
2. Builds a climate of trust and openness	4.71	3.61	0.77
3. Fosters student-oriented approach in prog./services	4.69	4.09	0.87
4. Encourages creative and innovative ideas	4.68	3.97	0.85
Performance/Correspondence Rankings			
1. Fosters student-oriented approach in prog./services	4.69	4.09	0.87
2. Encourages creative and innovative ideas	4.68	3.97	0.85
3. Exhibits leadership that enhances campus climate	4.77	3.87	0.81
4. Builds a climate of trust and openness	4.71	3.61	0.77
Overall Rating on the President		***3.93***	
HCC'S BOARD OF TRUSTEES			
Importance Rankings			
1. Makes approp. decisions affecting college resources	4.66	3.30	0.71
2. Builds a climate of trust and openness	4.62	2.84	0.61
3. Exhibits leadership that enhances campus climate	4.56	3.00	0.66
4. Provides effective guidance to the institution	4.52	3.08	0.68
Performance/Correspondence Rankings			
1. Makes approp. decisions affecting college resources	4.66	3.30	0.71
2. Provides effective guidance to the institution	4.52	3.08	0.68
3. Exhibits leadership that enhances campus climate	4.56	3.00	0.66
4. Builds a climate of trust and openness	4.62	2.84	0.61
Overall Rating on Board of Trustees		***3.16***	

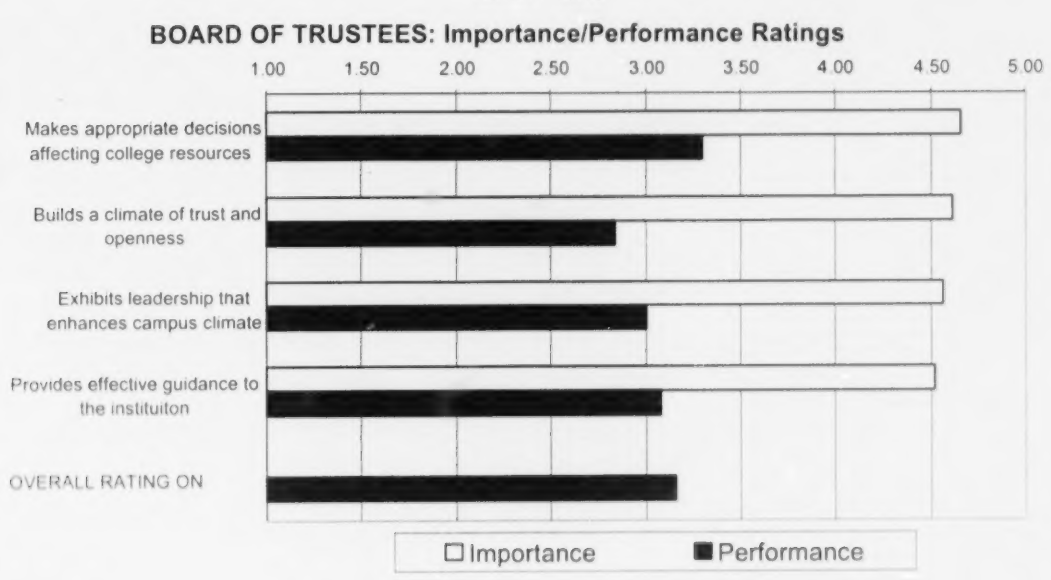
The president. On this section of the survey the only item to receive a performance rating over 4.0 was for the president on the item *Fosters a student-oriented approach in programs/services* (4.09). (See Chart Nine.) The rating on *Encourages creative and innovative ideas* was quite close at 3.97. The rating for *Exhibits leadership that enhances campus climate* was 3.87, and for *Builds a climate of trust and openness* it was 3.61. This last item was the only one for which the correspondence factor was under .80. The overall rating for the president was 3.93. Last year's rating on the president's team was 3.59, so for both the vice presidents and the presidents, this year's rating shows a marked increase.

Chart Nine.



The board of trustees. Ratings on the survey items for the board of trustees ranged from 2.84 to 3.30. (See Chart Ten.)The highest rated item was *Makes appropriate decisions affecting college resources*, and the lowest rated was *Builds a climate of trust and openness.* All items on the board were up over last year's ratings. Whereas last year all the board's items were under 3.0, this year they are all above that figure. The gap between the importance ratings and performance ratings for the board is reflected in the correspondence factors – all below .80. The overall rating for the board was 3.16, considerably up from last year's rating of 2.59.

Chart Ten.



Ratings on Leadership/Governance by Employment Category

While the overall means gives a general picture of the ratings, they may mask some important differences between subgroups. When ratings are broken down by employment category, some important differences emerge. Table Sixteen shows each group's ratings on the Leadership/Governance items on the survey. Faculty gave the highest ratings to the vice presidents and presidents and support staff gave the lowest. The only exception to that is in the overall rating of the vice presidents, where support staff gave a slightly higher rating than the administrative/ professional/technical staff. Faculty ratings were considerably higher than the other two groups, especially in their ratings of the president. All faculty ratings were above 4.0, and three of the four were 4.24 or higher. The ratings on the board of trustees showed the opposite inclination – faculty gave the lowest ratings and support staff the highest.

Table Sixteen.

RATINGS ON LEADERSHIP/GOVERNANCE BY EMPLOYMENT CATEGORY

	Overall Mean	Support Staff	Faculty	Admin/ Prof/ Tech
HCC'S VICE PRESIDENTS				
1. Encourage creative and innovative ideas	3.80	3.68	**4.00***	3.75
2. Exhibit leadership that enhances unit climate	3.58	3.48	**3.72**	3.58
3. Share information you need to do your job	3.45	3.41	**3.50**	3.45
4. Involve you in decisions that affect you	3.16	3.06	**3.27**	3.18
Overall Rating on Vice Presidents	*3.67*	*3.66*	***3.82***	*3.62*
HCC'S PRESIDENT				
1. Fosters a student-oriented approach in programs/services	4.09	3.72	**4.24**	4.18
2. Encourages creative and innovative ideas	3.97	3.76	**4.43**	3.88
3. Exhibits leadership that enhances campus climate	3.87	3.58	**4.26**	3.85
4. Builds a climate of trust and openness	3.61	3.37	**4.08**	3.47
Overall Rating on the President	*3.93*	*3.75*	***4.36***	*3.83*
HCC'S BOARD OF TRUSTEES				
1. Makes appropriate decisions affecting college resources	3.30	**3.70**	3.11	3.25
2. Provides effective guidance to the institution	3.08	**3.71**	2.79	2.98
3. Exhibits leadership that enhances campus climate	3.00	**3.60**	2.63	2.97
4. Builds a climate of trust and openness	2.84	**3.64**	2.35	2.78
Overall Rating on Board of Trustees	*3.16*	***3.77***	*2.89*	*3.07*

*Bold font indicates the highest rating on that item among the employee groups.

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QUEST Ratings on Leadership Over Time

Chart Eleven shows the fluctuations in the ratings on college leadership over time. It should be noted that on QUEST surveys prior to 1998 the term "executive management" was used and in 1998 "the president's team" was the name for the group being rated. This is the first year the president and vice presidents have been rated separately, and those ratings are shown separately on the chart. In general it can be seen that ratings on leadership ranged from 3.3 to 3.7, with a major exception in 1997. Although a different survey form was used that year, "Overall rating on executive management" was added as a college-specific item, and was rated on a five-point scale, so the survey itself should not be seen as causing the dip in ratings that year.

Chart Eleven.

1 = 3.93 rating of the president in 1999 and 2 = 3.67 rating of the vice presidents in 1999. Note that prior to 1998 ratings were for "Executive Management" and in 1998 it was for the "President's Team." 1999 was the first year for separate ratings for the president and vice presidents.

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AN OVERALL LOOK AT ALL ITEMS ON THE 1999 QUEST SURVEY

Table Seventeen shows the 79 items on this year's QUEST Survey ranked by their mean ratings. For those items on which an importance rating was given, it was not used. Rather, the satisfaction or performance rating is shown. Because of ties in the mean ratings for a number of items, the 79 survey items covered 61 ratings. In all, 33 (42%) of the 79 items received mean ratings over 4.0 and the units responsible deserve recognition for having attained those ratings. Ten items received the six highest ratings – all above 4.30. Of those ten, eight were from the Academic Affairs area and two were from Student Services.

There were 27 items that were in the "safe zone" with ratings between 3.5 and 4.0. Another 19 items on the survey fell below 3.50 and thus deserve attention as areas needing improvement. Of the items falling into this category, six were service units, six were from the Leadership/Governance portion of the survey, four were Campus Climate items, and three were Job Satisfaction items. Of the lowest four items, each with a mean rating under 3.0, one came from each of the major sections of the survey.

Chart Twelve below breaks down the items on the service section of the survey into their organizational units and compares them to the other major sections of the survey.

Chart Twelve.

Comparison of Overall Means of Major QUEST Survey Components

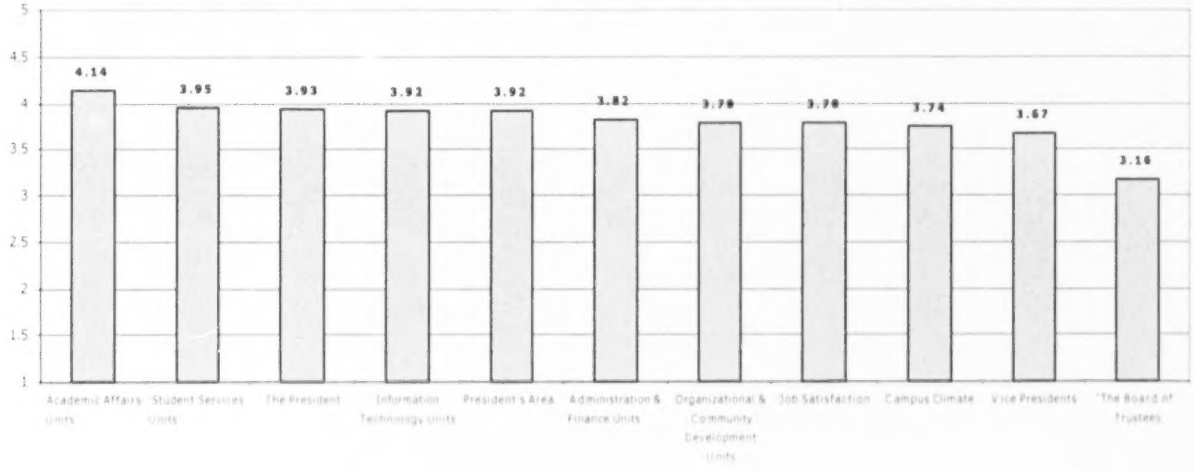

Table Seventeen.

RANKING OF ALL 79 ITEMS ON THE 1999 QUEST SURVEY

Service Units	Mean
1. Div. Office Staff: Business/Perf. Arts/Science/Tech.	4.39
2. Division Faculty: Science & Technology	4.37
3. Test Center	4.35
4. LCD: Learning Assistance Center	4.33
5. Cultural Arts: Theatre	4.32
5. Div. Office Staff: Health/Humanities/Social Sciences	4.32
5. LCD: Library	4.32
5. Television Studio & Video Services	4.32
6. Division Faculty: Health Sciences	4.30
6. Division Office Staff: English/Languages/ Math	4.30
7. Business Office: Payroll	4.28
7. Print Shop	4.28
8. LCD: Student Support Services	4.24
9. Division Faculty: Mathematics	4.22
10. Division Faculty: Performing Arts	4.21
10. LCD (Learning Ctrs Div.): Audio-Visual Services	4.21
11. Research & Planning Office	4.18
12. Division Faculty: Humanities	4.17
12. Admissions/Advising/Transfer/Office	4.17
12. Support for health/wellness	4.17
13. Continuing Ed/Workforce Development. Division	4.16
13. Division Faculty: English/Languages	4.16
14. LCD: LCD Office Staff	4.14
15. Cultural Arts: Art Gallery	4.13
15. High priority on student learning	4.13
16. President's Office Staff	4.11
17. Business Office: Accounts Payable	4.09
17. PRESIDENT-Fosters a student-oriented approach in programs/services	4.09
18. Division Faculty: Social Sciences	4.08
19. Business Office: Cashiering	4.06
20. Division Faculty: Business/Computer	4.03
20. Bookstore	4.03
21. Records & Registration Office	4.01
22. Senior Administrative Office staff	3.97
22. PRESIDENT-Encourages creative and innovative ideas	3.97
23. Information Technology: Network/E-mail	3.96
23. Academic Support/Student Counseling	3.96
24. IT: Academic Computer Support	3.95
25. Public Relations & Marketing Office	3.94
26. Opportunities for job-related training	3.93

Table Seventeen. (Continued)

RANKING OF ALL 79 ITEMS ON THE 1999 QUEST SURVEY

Survey Item	MEAN
27. Your personal safety on campus	3.92
28. Overall climate of diversity on campus	3.91
29. Financial Aid & Veterans' Aid Office	3.9
30. Resources available to you to carry out your job	3.89
31. Human Resources Office (Personnel)	3.88
32. PRESIDENT-Exhibits leadership that enhances campus climate	3.87
33. IT: Office Computer Support	3.86
33. Information Technology (IT): Telephones	3.86
34. Career Services: Career & Job Counseling	3.85
35. Information Technology: Computer Center	3.83
36. Student Life/Activities Office	3.81
37. VPs-Encourage creative and innovative ideas	3.8
38. Job security of your present position	3.75
39. Effective strategic planning	3.7
40. Web Page	3.64
40. Development/Alumni Relations/Grants	3.64
40. Your personal work space	3.64
41. PRESIDENT-Builds a climate of trust and openness	3.61
42. VPs-exhibit leadership that enhances unit climate	3.58
43. LCD: Evening Services	3.54
44. Plant Operations	3.48
45. VPs-Share information you need to do your job	3.45
46. Freedom to openly express viewpoints	3.38
47. The salary you receive in your present position	3.31
48. BOT-Makes appropriate decisions affecting college resources	3.30
49. Retention Services	3.26
49. The way your job performance is evaluated	3.26
50. Athletic programs/sports	3.18
51. VPs-Involve you in decisions that affect you	3.16
52. Security Services	3.15
53. General condition of buildings and grounds	3.11
54. Rewards for contributing to improved quality	3.09
55. BOT-Provides effective guidance to the institution	3.08
56. Cafeteria	3.07
57. BOT-Exhibits leadership that enhances campus climate	3.00
58. Adequacy of parking facilities	2.89
59. HCC's merit pay system	2.87
60. BOT-Builds a climate of trust and openness	2.84
61. Physical Education Facility (Gym)	2.51

Special Section on Middle States Reaccredidation Self-Study

Since the 1999 QUEST Survey time period coincided with the Middle States Reaccredidation Self-Study activities, several sub-committees asked for questions to be included on the QUEST Survey. The special section added to the survey for this year only included two parts, one on planning activities and one on data usage.

Planning Activities

The planning piece included four specific planning activities and asked respondents to rate the extent to which they were involved in each effort and to rate the effectiveness of each. Both ratings were given on a one-to-five point scale, with five being high and one being low. There was also an option for the respondent to choose "Unfamiliar with" for each item. Table Eighteen shows the involvement and effectiveness ratings for the planning items. It should be noted that although the number of respondents to the main part of the QUEST Survey was 191, there was some drop-off for this section, and 185 employees answered these special questions. Respondents were most familiar with the *Facilities Master Plan* and the *Commission on the Future*, with 71% and 70% recognition, respectively. All items had over 50% familiarity. In terms of involvement, respondents' ratings ranged from 2.47 for *Planning Council* involvement to 3.31 for "*Other planning efforts*." The highest rated involvement for an identified effort was for *Core work planning* at 3.16. When employees were asked to measure the effectiveness of the various planning efforts, they rated the *Commission on the Future* the highest at 3.53. *Core work planning* was rated the lowest at 3.07.

Table Eighteen.

RATINGS ON INVOLVEMENT AND EFFECTIVENESS OF PLANNING EFFORTS (SPECIAL QUEST SECTION FOR REACCREDIDATION SELF-STUDY)

Planning Efforts	% Familiar N=185	***Mean Involvement***	Standard Deviation	***Mean Effectiveness***	Standard Deviation
Core work planning	65.9%	3.16	1.41	3.07	1.26
Facilities Master Plan	70.8%	2.72	1.49	3.30	1.16
Commission on the Future	69.7%	2.49	1.54	3.53	1.11
Planning Council or subcommittees	58.9%	2.47	1.62	3.16	1.11
Other planning efforts	51.3%	3.31	1.39	3.16	1.16

Planning Activity Ratings by Employment Category. When these same planning effort items are looked at by employee category, it can be seen on Table Nineteen that faculty was the most familiar with the items and support staff the least familiar. Faculty was more familiar with seven of the items than were the two other employment groups. For all of the items, at least 25% more faculty members than support staff responded. Faculty familiarity was above 72% on all items except "*Other planning efforts*." Administrative/Professional/Technical staff was at or over 70% on all named items, while support staff familiarity ranged from 35% to 55%.

Table Nineteen.

FAMILIARITY WITH PLANNING EFFORTS BY EMPLOYMENT CATEGORY

Planning Efforts	*Familiarity (% Familiar With)*			
	Overall (N=185)*	Support Staff (40)	Faculty (43)	Admin/Prof./ Tech. Staff (92)
Core work planning	65.9%	42.5%	**81.4%**	73.9%
Facilities Master Plan	70.8%	55.0%	**81.4%**	80.4%
Commission on the Future	69.7%	55.0%	79.1%	**79.3%**
Planning Council or subcommittees	58.9%	35.0%	**72.1%**	69.6%
Other planning efforts	51.3%	35.0%	**62.8%**	58.7%

*10 respondents did not indicate their employment category.

Table Twenty shows how each employment group rated their involvement and the effectiveness of the planning efforts. Involvement ratings on these items were generally low, with none above 3.45. Comparing the involvement in the planning efforts of the different employment groups shows that support staff rated their involvement higher than the other two groups on three of the four named items. Faculty gave the highest and lowest involvement ratings on this section - the highest for *Core work planning* (3.34) and the lowest for the *Planning Council* (2.10). As for effectiveness, support staff tended to give lower ratings than the other two groups. Administrative/Professional/Technical staff gave the highest rating on this section to the *Commission on the Future* (3.69). They also rated the effectiveness of *Core work planning* higher at 3.21. Faculty saw the effectiveness of the *Facilities Master Plan* (3.59) and the *Planning Council* (3.35) as being greater than did the other two groups.

Table Twenty.

INVOLVEMENT AND EFFECTIVENESS OF PLANNING EFFORTS BY EMPLOYEE CATEGORY

Planning Efforts	*Involvement*			*Effectiveness*		
	Support Staff (40)	Faculty (43)	Admin/Prof./ Tech. (92)	Support Staff (40)	Faculty (43)	Admin/Prof./ Tech. (92)
Core work planning	2.71	**3.34**	3.15	3.08	2.81	**3.21**
Facilities Master Plan	**2.86**	2.69	2.69	3.21	**3.59**	3.21
Commission on the Future	**2.86**	2.12	2.55	2.95	3.62	**3.69**
Planning Council or subcommittees	**2.71**	2.1	2.59	2.67	**3.35**	3.19
Other planning efforts	2.93	**3.44**	3.33	2.67	**3.57**	3.09

Data Sources

There were eight data sources listed on the survey and respondents were asked to indicate their level of interest in each and to rate the usefulness of each. Table Twenty-one presents the interest and usefulness ratings for the data source items. The *QUEST Survey* was the item most employees were familiar with. As to why that figure is not 100%, since it was indeed the QUEST Survey employees were completing, the "familiar with" category includes all those who responded to the item, in this case 166 (or 89.7% of the 185 respondents). Those who skipped the item were included with those who checked "Unfamiliar with," a total of 19. The next most familiar data source was the *YESS (student) Survey*, with 79% of the respondents completing that item. Almost all items had 50% or higher familiarity. *MHEC reports and data* was at 50% and *Learning Outcomes Assessment Web site* was 48%. In terms of interest, the *YESS Survey* was rated the highest at 4.20, followed by the *QUEST Survey* and the *Graduate Follow-up Survey*, both at 4.03. Interest was fairly high for all eight items, with all rated over 3.5.

Although they may be interested, not every employee is in a position to actually use the data listed, and usefulness ratings were lower overall than interest ratings. The *Graduate Follow-up Survey* was rated the most useful at 3.69, closely followed by the *YESS Survey* at 3.67 and the *Research & Planning Web site* at 3.65. Three items rated under 3.5 in usefulness were: *QUEST Survey*, *Learning Outcomes Assessment results*, and *Learning Outcomes Assessment Web site*.

Table Twenty-One.

RATINGS ON INTEREST AND USEFULNESS OF DATA SOURCES (SPECIAL QUEST SECTION FOR REACCREDIDATION SELF-STUDY)

Data Sources	% Familiar N=185	*Mean Interest*	Standard Deviation	*Mean Usefulness*	Standard Deviation
YESS (Student) Survey	78.9%	4.20	0.87	3.67	1.11
QUEST (Employee) Survey	89.7%	4.03	0.95	3.40	1.25
Graduate Follow-up Survey	56.8%	4.03	1.22	3.69	1.19
Course evaluations (IDEA or ConEd)	63.2%	4.01	1.04	3.57	1.22
MHEC reports and data	49.7%	3.75	1.11	3.53	1.11
HCC Research & Planning Web site	61.6%	3.69	1.21	3.65	1.11
Learning Outcomes Assessment results	61.1%	3.58	1.11	3.28	1.22
Learning Outcome Assmt Web site	47.6%	3.52	1.21	3.33	1.27

Data Source Ratings by Employment Category. Of the eight data source items listed on the survey, faculty was more familiar with seven of the items than were the two other employment groups, as shown on Table Twenty-two. For all of the items, lower proportions of support staff responded. The *QUEST Survey*, the *Graduate Follow-up Survey*, *Learning Outcomes Assessment results*, and the *YESS Survey* all received over a 90% response from faculty. Faculty was least familiar with *Learning Outcomes Assessment Web site* (61%). For Administrative/Professional/Technical staff, the *QUEST Survey*, the *YESS Survey*, and the *Research & Planning Office's Web site* were the most recognized. For this employee group all items were responded to by over 50% except for *Learning Outcomes Assessment Web site* (47%). Among the support staff, only three of the eight items had more than 50% recognition – the highest of which was the *QUEST Survey* (88%) followed by the *YESS Survey* (65%). *MHEC reports and data* drew the least response from support staff (28%).

Table Twenty-Two.

FAMILIARITY WITH DATA SOURCES BY EMPLOYEE CATEGORY

Data Sources	*Familiarity (% Familiar With)*			
	Overall (N=185)*	Support Staff (40)	Faculty (43)	Admin/Prof/ Tech. (92)
YESS (Student) Survey	78.9%	65.0%	**90.7%**	82.6%
QUEST (Employee) Survey	89.7%	87.5%	**93.0%**	90.2%
Graduate Follow-up Survey	56.8%	47.5%	**74.4%**	54.3%
Course evaluations (IDEA or ConEd)	63.2%	45.0%	**93.0%**	57.6%
MHEC reports and data	49.7%	27.5%	**62.8%**	53.3%
HCC Research & Planning Web site	61.6%	52.5%	62.8%	**68.5%**
Learning Outcome Assessment results	61.1%	35.0%	**90.7%**	60.9%
Learning Outcome Assmt website	47.6%	37.5%	**60.5%**	46.7%

When the three employee groups were asked about their interest in and the usefulness of the eight data sources, the Administrative/Professional/Technical staff rated five of the items higher in interest than did the other groups. This group gave the highest interest rating to the *YESS Survey* (4.34). The next highest interest rating was given by faculty to the *Graduate Follow-up Survey* (4.23). The mean ratings on interest and usefulness are shown on Table Twenty-three. Other ratings above 4.0 were the Administrative/Professional/Technical staff's rating of the *QUEST Survey* (4.10) and support staff's rating of *Course evaluations* (4.09). Three ratings, a different item for each employee group were rated under 3.5. They were: support staff's rating of 3.40 for *MHEC reports and data*, faculty's rating of *Learning Outcomes Assessment results* (3.46), and the Administrative/Professional/Technical staff's rating of the *Learning Outcomes Assessment Web site* (3.37).

In general, the usefulness of the data sources was rated lower than the interest. The rationalization for this may be that, although interested, not all employees can actually use all the data sources. The Administrative/Professional/Technical staff gave the highest ratings to four of the eight items, yet the two highest ratings were given by the other two groups. The faculty rated the usefulness of the *Graduate Follow-up Survey* at 3.97, and the support staff gave *Course evaluations* a 3.89 rating. Interestingly, that same item was given the lowest usefulness rating of all, a 3.13 by faculty. Faculty also gave MHEC reports and data, the *QUEST Survey*, and the *Learning Outcomes Assessment Web site* usefulness ratings under 3.5. The only other ratings under 3.5 were given by support staff to the *Graduate Follow-up Survey* and the *QUEST Survey* and by the Administrative/Professional/Technical staff to of *Learning Outcomes Assessment results* and the *Learning Outcomes Assessment Web site*.

Table Twenty-Three.

INTEREST AND USEFULNESS OF DATA SOURCES BY EMPLOYEE CATEGORY

Data Sources	*Interest*			*Usefulness*		
	Support Staff (40)	Faculty (43)	Admin/Prof/ Tech. (92)	Support Staff (40)	Faculty (43)	Admin/Prof/ Tech. (92)
YESS (Student) Survey	3.97	4.08	**4.34**	3.58	3.53	**3.77**
QUEST (Employee) Survey	3.93	3.97	**4.10**	3.39	3.35	**3.42**
Graduate Follow-up Survey	3.86	**4.23**	3.98	3.48	**3.97**	3.62
Course evaluations (IDEA or ConEd)	**4.09**	4.05	3.95	**3.89**	3.13	3.76
MHEC reports and data	3.40	3.76	**3.85**	3.50	3.37	**3.63**
HCC Research & Planning Web site	**3.71**	3.64	**3.71**	3.61	3.46	**3.75**
Learning Outcome Assessment results	3.59	3.46	**3.75**	3.59	**3.73**	3.47
Learning Outcome Assmt website	**3.83**	3.58	3.37	**3.76**	3.16	3.26

An Overview of the Comment Section of the 1999 QUEST Survey

Of the 191 respondents to the QUEST Survey, 119, or 62%, made comments on the two questions and general comment section of the survey. Comments ranged from one word to several paragraphs.

1. "What do you like best about HCC?"

Responses to this question fell into five broad categories. The nature of the question elicited positive comments in each category. In all, there were 112 responses to this question.

Co-workers, colleagues, and the general atmosphere. There were 69 employees who gave positive comments in this category. "The great working environment" was cited as often as "great colleagues" as the best-liked aspect of working at HCC. Nine simply responded, "The people."

Faculty and Students. Twenty-two respondents said this was the best thing about HCC. Included in this category were comments about the instituion's commitment to students and student learning and the quality of teaching.

Leadership and management. For six employees, the way they are lead and directed was the best thing about HCC. A number mentioned their own direct supervisor as being supportive and encouraging. The "dynamic leadership" of the institution was also cited.

Technology. The phrase "commitment to the use of technology" was echoed in the four comments in this category.

Other "Best" and Positive General Comments. The 11 comments in this section ranged from "Parking, comfortable environment…." to "The mission of being inclusive for all desiring a college education."

2. "If you could change one thing about HCC, what would it be?"

The range of responses to this question fell into nine broad categories. Altogether, this question prompted 125 responses.

Management/Workload. This was the area that more employees wanted to change than any other, with 35 comments. Many comments in this category had to do with the number of different initiatives, work load, and stress. A number also mentioned college leadership or their direct supervisor.

Campus Environment/Facilities/Grounds. In all, 27 employees cited changes they would like to see in this area. Seven of those had to do with parking. A number mentioned the P.E. facility and the outside appearance of the buildings.

Salary/Merit System/Benefits. There were 14 suggestions for change in this area. At least three had to do with flex time. Others complained of their pay or job classification.

Faculty/Teaching. Eleven comments centered around faculty-other distinctions, the interference of other activities with teaching, concerns about part-time faculty, and diverse other comments.

Communication/Information Flow. "Better communication and dissemination of information" was a recurring theme in at least ten comments on the survey.

Other "Change" Items. In addition to those cited above, nine comments were made about climate and morale, six about staff issues, and five about diversity.

3. General Comments

There were eight positive comments about the electronic version of the QUEST Survey, and six other general comments on various topics. One atypical one said, "Petition to the State and ask for four-year school status." Two others mentioned the quality of food in the cafeteria.

RECOMMENDATIONS

KUDOS, KUDOS

Throughout this report notice has been called to ratings that were under 3.50, with the suggestion that these be focused upon as areas that need to be improved. Perhaps even more important than looking at the lower rated areas is recognizing the areas that do especially well on the survey. Particular attention should be paid to the table below. Of the 79 items on this year's QUEST Survey, these items, all service units, garnered the highest ratings. This year 16 units shared the ten highest ratings. In most cases these units have also appeared highly rated on previous QUEST surveys. Recognition should be given to those units, and some systematic way should be found to honor the highest rated units each year. If 16 units are too many to honor, then the top ten units, those rated above 4.30, for example, could be cited for laudatory performance.

Table Twenty-Four.
HIGHEST RATED UNITS ON THE 1999 QUEST SURVEY

Units	*Mean*
1. Div. Office Staff: Business/Perf. Arts/Science/Tech.	4.39
2. Division Faculty: Science & Technology	4.37
3. Test Center	4.35
4. LCD: Learning Assistance Center	4.33
5. Cultural Arts: Theatre	4.32
5. Div. Office Staff: Health/Humanities/Social Sciences	4.32
5. LCD: Library	4.32
5. Television Studio & Video Services	4.32
6. Division Faculty: Health Sciences	4.30
6. Division Office Staff: English/Languages/ Math	4.30
7. Business Office: Payroll	4.28
7. Print Shop	4.28
8. LCD: Student Support Services	4.24
9. Division Faculty: Mathematics	4.22
10. Division Faculty: Performing Arts	4.21
10. LCD (Learning Ctrs Div.): Audio-Visual Services	4.21

It will be recalled that one of the Campus Climate items, *Rewards for contributing to improved quality*, was rated under 3.50 by all employee groups. Meaningful recognition for performing well in the eyes of fellow employees may go a long way to improve employees' feeling that their contributions are valued. Although there is no specific QUEST item dealing with recognition, if the item *Rewards for contributing to improved quality* may be used as a proxy, when the low ratings on that item are considered with the written comments on this year's survey, it points to a mandate for improved employee recognition efforts.

QUEST Survey results should certainly not be the only criteria for acknowledging quality performance, but the survey does offer a cyclical and relatively objective basis for such recognition. Suggestions for honoring the top-rated units include: monetary awards to personnel in the units, a day off for each unit, recognition at convocation, special plaques, superior service certificates, a catered meal with the president's team and/or board of trustees, exposure on the monitors and Web site, E-mail letter from the president to all college employees, movie passes, lunch vouchers, HCC theatre tickets, bookstore coupons, trophies, flowers or plants for the office, and more. Many of those suggestions are low or no cost and would not be difficult to implement.

IMPROVEMENT NEEDED

At the other end of the five-point scale, of course, are those items that were rated below 3.50. Table Twenty-five presents those items from the survey shown with the lowest rated first. This list combines items from all sections of the survey, and whereas the highest rated items were all service units, it is a bit more difficult to deal with the disparity among the various types of units, climate elements, satisfaction items, and leadership groups represented at the low end of the spectrum. There is certainly not one blanket solution to developing improvement strategies across all of these items.

Table Twenty-Five.
LOWEST RATED UNITS ON THE 1999 QUEST SURVEY

Units	*Mean*
1. Physical Education Facility (Gym)	2.51
2. BOT-Builds a climate of trust and openness	2.84
3. HCC's merit pay system	2.87
4. Adequacy of parking facilities	2.89
5. BOT-Exhibits leadership that enhances campus climate	3.00
6. Cafeteria	3.07
7. BOT-Provides effective guidance to the institution	3.08
8. Rewards for contributing to improved quality	3.09
9. General condition of buildings and grounds	3.11
10. Security Services	3.15
11. VP-Involve you in decisions that affect you	3.16
12. Athletic programs/sports	3.18
12. Retention Services	3.26
13. The way your job performance is evaluated	3.26
14. BOT-Makes appropriate decisions affecting college resources	3.30
15. The salary you receive in your present position	3.31
16. Freedom to openly express viewpoints	3.38
17. VP-Share information you need to do your job	3.45
18. Plant Operations	3.48

Some areas, like the *Physical Education Facility* and *Athletic programs/sports*, are already well on their way to implementing improvement efforts. These areas have received a lot of attention and are having personnel and resources assigned to them. Perhaps other service areas need to be scrutinized to determine if the best job possible is being done in those units and to what extent increased resources might make a difference.

For certain areas, focus groups with employees may help to cast more light on where the problem areas are. It should be remembered when planning improvement strategies for all areas that there are often very different ratings by employment category. In situations where one group gives an exceptionally low rating, that group should be queried. Variations of the classic focus group format should be considered, and electronic or other versions of it perhaps used. For at least one area (*Plant Operations*) a "mini-QUEST Survey" is being planned to ferret out which aspects of the operations cause the most dissatisfaction among employees.

The leadership/governance groups of the vice presidents and the board of trustees will undoubtedly want to look at the items for which they missed the mark and devise tactics for improving in those areas.

The President's Team could prioritize the areas (not necessarily by mean rating) for focused improvement strategies and where warranted create an improvement team for each area. Some of the areas of concern could be folded naturally into existing teams, such as *Retention Services* into the Enrollment Management Team. Since this service directly affects the team's work, it makes sense that it could receive attention from that group. The Staff Development team might be assigned some of the climate and satisfaction items such as *Freedom to openly express viewpoints* and *Rewards for contributing to improved quality*. The President's Team and the Human Resources Office may need to jointly address some areas of concern such as: *Way your job performance is evaluated, Salary you receive in your present position,* and *HCC's merit pay system.*

Another reason for paying attention to and acting upon the results of the QUEST Survey is that employees will realize that the results matter. When they see that actions are being taken as a direct response to the QUEST findings, they will be more likely to participate in future staff surveys. As mentioned at the beginning of this report, the response rates to the QUEST Survey have been going down since its inception in 1990. It would be worthwhile pursuing the idea that when employees see that units are either recognized or focused upon for improvement as a result of the survey that they will again take the survey seriously and be willing to participate in greater numbers.

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